

The PTA

.....
SEPTEMBER 1961

Magazine

NATIONAL PARENT-TEACHER



OBJECTS *of the National Congress*

of Parents and Teachers



Membership of the
National Congress
of Parents and Teachers
as of April 15, 1961
is 12,074,289.

To promote the welfare of children and youth in home, school, church,
and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and
youth.

To bring into closer relation the home and the school, that parents and
teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united
efforts as will secure for every child the highest advantages in
physical, mental, social, and spiritual education.

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| Alaska | 11,250 |
| Arizona | 83,875 |
| Arkansas | 134,472 |
| California | 1,881,070 |
| Colorado | 183,092 |
| Connecticut | 143,825 |
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| District of Columbia | 44,130 |
| European | 49,192 |
| Florida | 363,608 |
| Georgia | 271,681 |
| Hawaii | 81,581 |
| Idaho | 46,529 |
| Illinois | 703,212 |
| Indiana | 261,295 |

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| Maryland | 201,595 |
| Massachusetts | 149,604 |
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|----------------------|------------|
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| West Virginia | 106,049 |
| Wisconsin | 154,354 |
| Wyoming | 17,817 |
| Unorganized areas .. | 13,571 |
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The

PTA

Magazine

NATIONAL PARENT-TEACHER

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Our new national president (third from right) and her family.



PRIME TIME

THE PRESIDENT'S MESSAGE

TIME TO SPEND. Time to spare. However meager our spending money may be, we all have a bit of spending time in our budgets. To be sure, demands on our time differ, but never in the history of mankind have more people had more free time—more time of their own to spend as they choose—than do we in this fortunate country of ours.

In this century science and technology have cut phenomenally the hours we must use to feed and clothe and shelter our families. In our free, democratic country, no government orders us to spend time listening to propaganda broadcasts or learning political dogma. Our free time, whether it is five hours or fifty-five hours a week, is really free.

We can apportion it, as we choose, on recreation, community service, church work, political activities, self-improvement, or any other pursuit we like. We can fritter it away aimlessly, squander it carelessly, or use it prudently and productively. The choice is ours. But surely it is a responsibility of free men and women to use some portion of their free time in the service of others.

The free time of Americans attracts time-consumers as seed scattered on snow attracts birds. Radio and TV vie for leisure hours. Producers and sellers of consumer goods bid for prime time on the air. Motion pictures, music, books, magazines, baseball, bowling, and other forms of commercial entertain-

ment and recreation lure us. Civic, church, charitable, welfare, professional, and political organizations plead for our time. Where does the P.T.A. stand in the competition?

What is our bid for prime hours of American leisure? We offer no entertainment for the frivolous, no amusement for the bored, no status for the status seekers, no material rewards for the material-minded. What we have to offer is an opportunity for learning and labor, for self-improvement and unselfish service. What we have to offer is what men and women of conscience and good will are looking for: a chance to serve the nation's children and to bolster the basic institutions of our society. Ours is an organization that calls upon and helps every member to improve his home, his school, and his neighborhood. Ours is an organization that offers opportunity to improve the quality of human relations through our parent education study groups. In understanding each other more fully and in working together objectively, our members have a rare chance to develop lasting friendships. Prime time for the P.T.A. pays rich dividends to the investor—the P.T.A. member.

Prime time on television is the time when the largest number of people in the nation are at leisure. But prime time in the P.T.A. is the time when parents and teachers in the community are hard at work for children. It is the time they spend together study-



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FOR THE P.T.A.

ing the needs and problems of children and youth in a changing world. It is the time they spend sharing information about children's homes, schools, and communities and considering ways to improve them. Prime time in the P.T.A. is time spent profitably for children's welfare, not squandered prodigally on entertainment.

As your newly elected president, I call upon P.T.A.'s to make all P.T.A. time prime time. Let's not waste minutes getting our meetings started or weary our members with lengthy or unnecessary reports. Let's base our programs squarely on searching questions about children's growth and guidance, about the institutions and influences that help or hamper children's healthy development.

The P.T.A. is, and should be, a curious, needling, prodding, provocative organization. It is an information-seeking and an information-communicating agency. It becomes an action group when it has sound facts upon which to base action. We can bring to our meetings people who know, people who have facts, insight, and information on the things we should be concerned about. We have such people among our members and working in our schools. We can find them in the professions and in the agencies and institutions of our communities.

For prime P.T.A. programing I urge you also to make full use of the help of the program content

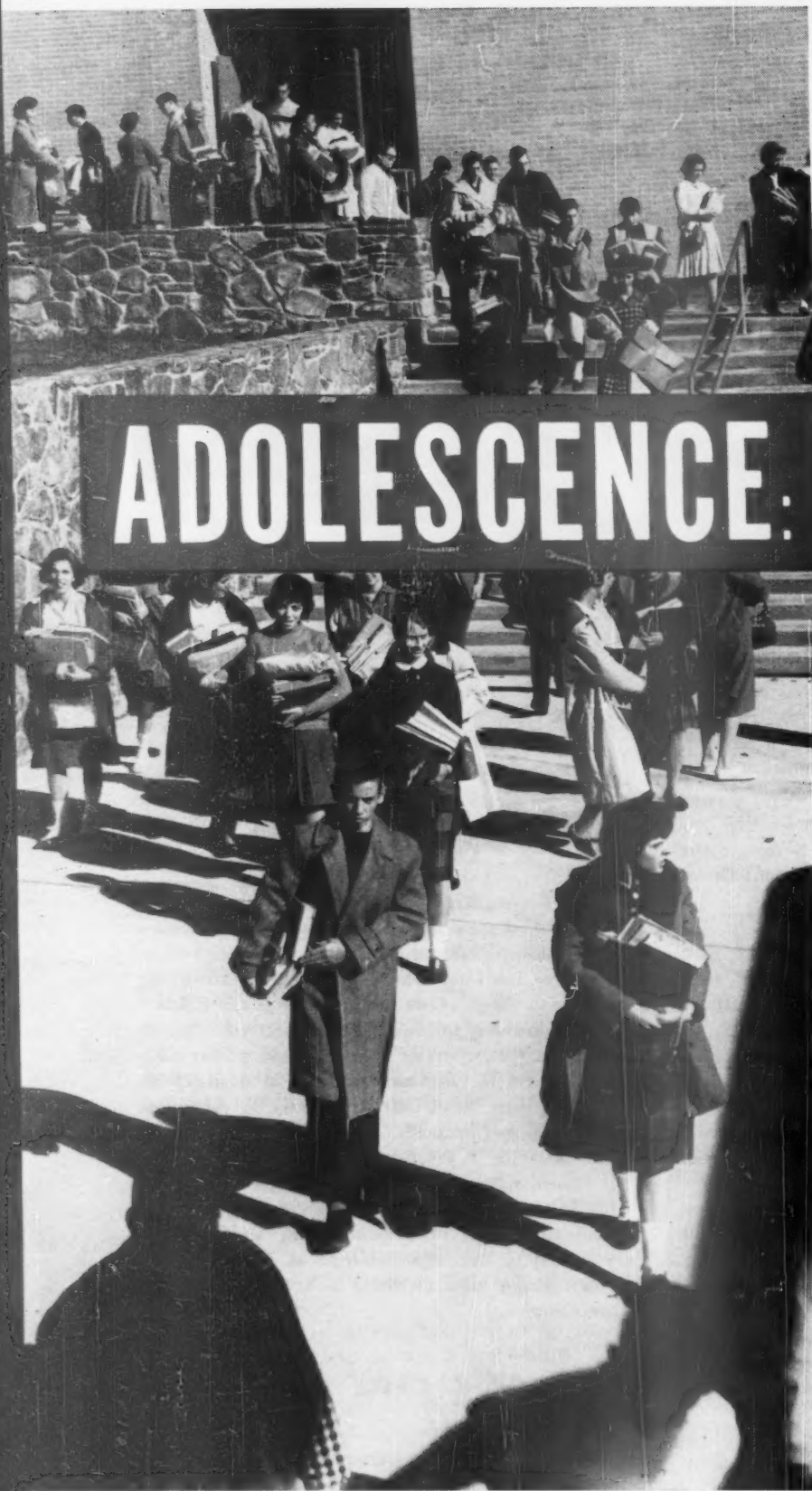
and techniques that are provided in our national P.T.A. publications. I call your attention especially to such recent ones as *Assignments for the Sixties*, *Looking In on Your School*, *Program Ideas on Mental Health*, and *When Parents Study Their Job*.

At this critical period in American history when we are called upon for extraordinary personal efforts in the national interest, many Americans are asking, "But what can I do?" In all honesty and sincerity we can say to them, "Give prime time to the P.T.A." Already millions of Americans are actively participating in P.T.A. work. Through their service they are, as Erwin D. Canham points out in an article in this magazine, "contributing directly to our most urgent national purposes."

Through the P.T.A. we are helping to strengthen the homes, schools, and communities in which children learn. As children learn they grow just, compassionate, intellectually competent, and strongly committed to the responsibilities of free men and women. Prime time for the P.T.A. means a better, finer America.

Margaret E. Jenkins

President, National Congress of Parents and Teachers



ADOLESCENCE:

MYSTERY,

IS ADOLESCENCE necessarily a time of headache and heartache, or can it be a period of promise? Must it be shadowed with mystery and madness, or can it be bright with achievement and satisfaction, making it one of the milestones of life? Perhaps it must contain both difficulty and delight. Nevertheless it frequently becomes more of a problem than it need be, simply because parents and adolescents don't understand the maturing process or don't work very hard at the job of fostering it.

Because adolescence is a period of great change, it generates insecurity. The young person, no longer a child and not yet an adult, lets go of his old roles but hasn't yet had time to take

over new ones. He vacillates between the desire to break through parental controls and the desire to stay safely within them.

The parents too are likely to have contradictory feelings, experiencing both the need to let go and the emotional pull to hold on. Furthermore, finding that patterns of family interaction which brought results with young children no longer work, they too feel insecure and unsure. Like any transition, the shift from childhood to adulthood inevitably upsets established patterns, creating some uncertainty, confusion, and tension until new ways of behavior become accepted and familiar.

Developmental tasks— transitional tensions

The adolescent faces four momentous adjustments, all crowded within a few years. Adolescence begins with the body changes known as puberty, occurring at about the age of twelve for girls and a year or two later for boys. First, then, the adolescent must become reacquainted with his body and learn to understand and control the strange, new stirrings within. Pu-

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berty means pimples, awkwardness, restlessness, and the awakening of the sexual urge. It can be an acutely uncomfortable time.

Second, the adolescent must learn how to form mature relationships with the opposite sex. His earlier self-interest and same-sex interests now give way to a normal attraction to the other sex. This heterosexual transition, as it is called technically, is not always accomplished easily, but unless it is reasonably successful the youngster is left unprepared for the experience of mature love and marriage.

Third, the youngster must free himself from the control of his parents and become a responsible, self-controlled agent. Ideally this process starts in

livious to the problems of the other, conflicts may spring up. The building of empathy, or imaginative understanding of another person, is called for on both sides.

Yet complete understanding between the generations is too much to ask. Intrinsic differences between youth and age make real identification or full agreement unlikely. The young person, full of energy, reaches out to conquer the world, opening temptingly before him. Having neither experience nor possessions, youth is ready to incur risk, upset things, take a chance. Age, with a large portion of a lifetime invested in the *status quo*, with less vigor and less time to venture anew, clings to things as they are. Hence

Between childhood and adulthood stretches the sea of adolescence, sometimes turbulent, even treacherous. Is there a way to assure a smooth, safe crossing for our youngsters?

HAROLD T. CHRISTENSEN

be the sacrifice of initiative, individuality, and creativity. Some rebellion, then, is desirable, for without a pulling away from his parents' control the child will never be able to establish himself as a person in his own right.

Yet sometimes the rebellion goes beyond the normal and desirable and turns into an attack upon society, into the unsocial and illegal behavior that we call juvenile delinquency. What accounts for such damaging excesses?

Data on delinquency

Many authorities see delinquency as a product of unstable or broken families. Delinquency rates have been shown to be higher than average in one-parent families, especially where there has been a separation or divorce is responsible and particularly where the mother is the absent parent. It has been demonstrated also that unwholesome home conditions, such as neglect, abuse, immoral example, rigid discipline, overmothering, and continual bickering, can often disorganize a youngster more completely than the absence of a parent.

Take two examples: A study of venereal disease patients in a San Francisco clinic revealed that 60 per cent came from broken homes and almost all the rest from homes suffering severe marital and parent-child conflicts. These patients had experienced considerable frustration and trauma during childhood, and they turned to sexual adventures not from any unusually strong need but in an attempt to solve deep-rooted emotional problems.

Another study revealed that 43 per cent of a sample of unwed mothers came from broken homes, 36 per cent from homes in which the mother was

MADNESS, OR

MILESTONE?

childhood and develops gradually, but adolescence speeds it up and finishes it off so dynamically that we may label this stage an emancipation explosion. Here too the task must be reasonably well completed, or else the youngster will not be sufficiently independent to establish a successful family of his own.

Fourth, adolescents face the formulation of personal values and decisions on lifework and goals. Young men must make what are probably the two most important decisions in their lifetime: whom to marry and what job to pursue. Girls generally are more concerned with the first, but as women's employment increases in our society girls face the second choice too. Both sexes take their most crucial steps in the development of a philosophy of life.

This piling up of problems may be further complicated for the adolescent by the simultaneous occurrence of special problems for his parents. Frequently adolescence comes along for children at about the same time as the menopause for the mother and the heaviest job responsibilities and pressures for the father. If each side is absorbed in its own difficulties and ob-

youth tends to be radical and age to be conservative.

This natural gap between the generations may be further widened if parents fail to keep up with the changing world. Society never stands still. An older generation that is unable or unwilling to alter deep-seated ways of thinking and behaving will resent the younger generation as upstarts and in turn be branded and defied as old fogies. This is not to argue that adults should surrender completely or unthinkingly to the new. It is to urge that they constantly reappraise their position in the light of social change in order to gain perspective and help keep the two generations in gear.

When parents and teachers forget the heady venturousness of their own youth and fail to penetrate the ever new meaning of the current youth culture, then adolescence does indeed become to them not only a mystery and a madness but also a source of frustration.

Most of the rebellion of the adolescent period is normal. It is a mistake to consider the "good" adolescent as the one who always does what is wanted and never gives trouble. The price of such goodness, or conformity, may

An article in
the 1961-62
course on
adolescence.

overly dominating, 15 per cent from homes where the father's personality was harmfully domineering, and the remaining 6 per cent from homes in which there were other unwholesome conditions. None of the unmarried mothers had had normal or healthy relationships with their parents.

Adolescents frequently feel rejected, dominated, or not understood by their parents. Twenty per cent of the young people who responded to one of the Purdue Opinion Polls claimed they couldn't discuss personal things with parents. Nineteen per cent said they were afraid to tell their parents when they had done something wrong. Eighteen per cent felt their parents were too strict about their going out at night. Ten per cent felt uncomfortable about bringing their friends home. Another 10 per cent felt they were a burden to their parents, and 7 per cent wanted to leave home. These percentages are large enough to sound an alarm. Such feelings can contribute to delinquency.

Both boys and girls feel extremely insecure about dating. This is especially true in the early stages when they are testing themselves in the new experience and new relationship. In my studies of both high school and college groups, the item "self-conscious and shy, acts nervous and rattled" ranked highest of thirty items of self-criticism. In cross-sex criticisms, it was the only one of the thirty that each sex accepted for itself. That is, males thought males were more self-conscious, and females thought females were.

Feeling ill at ease or inadequate on a date is a common experience. The "smooth" or "cool" manner in which boys and girls often approach each other is largely feigned. Deep down within themselves they feel nervous and unsure; their air of bravado is a cover-up.

As they pull away from their parents, feeling alone and frightened, adolescents seek security, companionship, and recognition from associates their own age. The group brings a

sense of belonging and status often denied them by the adult world. From the young people around him the adolescent gains support, and he also gives it. At no other period in life is the influence of the peer group so strong.

Seen in this perspective, with an understanding of their origin and meaning, the acts of adolescents are not so "mad" as they sometimes seem to adults. The majority of these acts are normal, giving no real trouble and actually serving a useful purpose in young people's wholesome development. Yet some acts, as we have seen, go beyond the acceptable, cause anxiety, or are damaging to the adolescent or others—such acts as extreme defiance of parents, wild parties, reckless driving, getting into sexual trouble, runaway marriage, stealing, vandalism, or beating up an innocent person.

When we seek an explanation for such acts, we usually find it, as the studies cited earlier show, in the family setting, the immediate social environment, or both. Excessive rebellion, for example (which often results in delinquent behavior), may be due to an unhappy family situation from which the youngster wants to escape, to a sense of inadequacy from which he wants relief, to the influence of his peers from whom he wants approval, or to a combination of causes. To understand the causes of problem behavior is to increase our power to prevent it.

The fine art of getting fired

If parents are to help youngsters progress safely through adolescence, they need to understand their job and work at it. *The main job of parents is to work themselves out of a job.*

This requires a gradual letting go on their part and a gradual taking over on the part of the children. If children try to take hold without parents' letting go, there are fireworks. If parents let go without children's taking hold, we have floundering and confusion. If parents don't let go and children either don't try or are unable to take hold, the result is lifelong dependency and immaturity. But if the letting go and the taking hold occur simultaneously and gradually over a long period, the transition from parents' control to self-control will be a

smooth one, achieved without serious crises.

Letting go is a fine art that some parents never master. It isn't easy to cut down on a precious and important job. After being the center of the young child's world, loved and looked up to, it is a shock for parents to be challenged, criticized, and even defied. This is rough on the ego. Moreover, we are afraid that if we let go, the young will make mistakes and get into trouble. It is natural to want to hold fast and protect the child from error. Nevertheless we must strive to build responsibility within the child from the earliest years and then trust him.

The wise parent will be willing to take certain calculated risks. At best parenthood is something of a gamble. But by increasing a child's responsibilities and extending his freedom gradually, the gamble may be greatly reduced. It is the overprotected child who is most likely to go wild away from home.

Adolescence needn't be an ordeal. It can be fun and productive of deep satisfactions. Which way it goes depends on the degree of understanding that parents and child achieve and the amount of effort they put into their common task. For the adolescent the job is to accept responsibility. For the parent it is to yield control. If adolescents were less insistent on their "rights" and more eager to demonstrate their capacity for responsibilities, they would find parents more cooperative. And if parents were less concerned with obedience as such and more concerned with developing responsibility, they would find children more cooperative.

• • • •

Mystery? Madness? Milestone? Adolescence, of course, is all these. But through study and effort parents can pierce the mystery and tone down the madness. If they work hard and successfully at working themselves out of a job, adolescence will lead to maturity and thus become one of the significant milestones in life.

Harold Christensen, head of the department of sociology at Purdue University, is the author of *Marriage Analysis*. Dr. Christensen is the immediate past president of the National Council on Family Relations.

R_x for Physical Fitness

CHARLES B. (BUD) WILKINSON

Consultant to the President on Youth Fitness



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I AM CONVINCED that the P.T.A., more than any other single group, can generate action to improve the fitness of our young people. For the parent-teacher organization is dedicated to America's most important and only inexhaustible resource—its youth.

As consultant on youth fitness to the President, may I first assure you that President Kennedy does not look upon physical fitness as the be-all or end-all of the educational process. He recognizes that the goal of education is the development of the whole child. He is concerned, however, that our young people be adequately prepared for the "difficult years" ahead.

Fitness is a complex thing. Essentially there are four major categories of fitness: mental, moral, spiritual, and physical. Physical fitness, I believe, is the foundation for the other three. True, there are

and always have been outstanding persons who achieved marvelous things despite great physical handicaps. But with most of us, physical well-being undergirds mental, moral, and spiritual well-being.

What softened us up?

We have a serious physical fitness problem in this country. During the past decade innumerable tests of fitness have been given to different groups of young people, and the scores get progressively worse from year to year. In 1951, after our physical decline had already set in, 51 per cent of the entering freshman class at Yale passed their fitness test. Nine years later, in 1960, only 38 per cent passed. This and similar studies show the rate of the decline.

The cause is apparent and quite simple: As a society we have become too efficient in eliminating

Flex your muscles, P.T.A.'s! America's youth are getting flabby. They need to exercise, and so do we—exercise our ingenuity, our powers, and our authority to build up a fitness program that will make America strong.

labor from living. But this change has taken place so rapidly in the past few years that most of us don't realize what has happened until we stop to think about it. Even ten years ago parking your car three times a day kept your shoulders in reasonably good shape, but today your car has power steering. If you used to go out in a boat, you rowed; now you have an outboard motor. In the kitchen you used to stoop to reach different ingredients and then beat them together by hand. Today you probably have an electric mixer, and the ingredients come ready mixed in one box. Physical labor has been almost completely removed from American daily life.

Even the schools have not been fully alert to what has happened, and they have not adjusted their programs to fill the void, though they need to do so. In most schools we find excellent physical fitness programs for people who don't need them but virtually none for people who do.

Our goal is to reach the boys and girls who are below the fiftieth to sixtieth percentile in physical fitness. We are not concerned about those above the ninetieth percentile—the top 10 per cent. It is the lower 60 to 70 per cent that we must aim toward. To do this the schools should act to bring three ideas to reality:

Every child should have an adequate health appraisal, which should include screening for orthopedic and posture defects. I need not remind P.T.A. members that every child's health problems should be discovered and dealt with, for the National Congress of Parents and Teachers is and has been working hard to strengthen the school health program.

Every child should have an adequate health education, including a study of nutrition and the effects of alcohol and narcotics.

Every child should be helped to develop mentally and physically.

I am not saying that nothing has been done to inject these ideas into school programs. Far from it. Our schools are providing more and more in the way of health services, more and more in the way of health education. Work in the all-important area of mental development is constantly improving. But we need to do a great deal more to improve children's physical development.

Physical fitness—contrary to the notion held by too many comfort-loving people—is not a gift. No

one can give it to you. You have to work to achieve it. You have to exercise and then keep on exercising in order to maintain it.

Since the only way to develop true physical fitness is through exercise, we feel our schools must take a hard, critical look at their physical education programs. We urge them, if necessary, to change their approach so as to stress specific developmental activities first of all, giving second place to the teaching of skills.

Despite popular opinion, research indicates that learning physical skills does not always build fitness. In some cases it does, but in many others it does not. At the University of Illinois a careful five-year study was made of the physical development of students taking twenty-two courses involving physical skills. Only five of the twenty-two produced any measurable physical improvement; the other seventeen did not. The five courses included the activities you would expect, such as swimming, running, and wrestling. In other words, you don't build a strong physique playing shuffleboard. This is not what we call a developmental activity.

Many people feel that such a program, because of the supposed medical problems involved, is dangerous for some children. However, consider what Edgar S. Gordon, M.D., professor of medicine at the University of Wisconsin, has to say: "There is no evidence that athletic competition of any kind will damage the heart of a healthy adult or a growing boy, even though the activity is pursued to the point of complete exhaustion." On the basis of that rather strong statement of an accepted medical fact it seems unlikely that healthy boys and girls will suffer any damage if they participate in vigorous activities.

Fifteen-minute start

What can the P.T.A. do to help promote these fitness programs? First, suppose each one of the 46,681 local units urged the school system to reevaluate its physical education program. Or suppose there isn't one. Then the P.T.A. should try to get a vigorous program started—even for fifteen minutes a day. With fifteen minutes a day of developmental activities we would begin to get at the heart of our problem. And the results could be dramatic.

How do you go about setting up a program? You start with screening and evaluating tests, of which

President Kennedy's Views on Physical Fitness

The strength of our democracy and our country is really no greater in the final analysis than the well-being of our citizens. The vigor of our country, its physical vigor and energy, is going to be no more advanced, no more substantial, than the vitality and will of our countrymen. . . .

This country is going to move through difficult days, difficult years. The responsibilities upon us are heavy. As the leader of the free world we carry world-wide commitments. People look to us with hope, and if we fail they look to those who are our adversaries.

During this period we should make every effort to see that the intellectual talents of every boy and girl are developed to the maximum and also their physical fitness, their willingness to participate in physical exercise and athletic contests. All these, I think, will do a good deal to strengthen this country and contribute to a greater enjoyment of life in the years to come.

This is a responsibility which is upon all of us—all of us who are parents: to make sure that we stress this phase of human life and human existence. It is also the responsibility of our schools—of our school administrators and school committees and communities and states. And also, of course, it is a matter of vital interest to our national government.

To members of school boards, school administrators, teachers, the pupils themselves, and their parents, I am directing this urgent call to strengthen all programs which contribute to the physical fitness of our youth.

there are a number. The American Association for Health, Physical Education, and Recreation (1201 Sixteenth Street N.W., Washington 6, D. C.) has one that gives norms of performance for people of all age levels. Using such tests will enable a school to select the students who cannot perform up to standard, those who need a strong program of physical activity. If your schools do not have sound physical education teaching materials, our office will be happy to send you the program we developed in cooperation with nineteen educational and medical organizations. Write to the President's Council on Youth Fitness, Washington 25, D. C.

Second, the P.T.A. can work to have some sort of in-service training provided for teachers. Our physical education programs cannot wait until there are enough graduate physical education instructors so

that every pupil can have the attention of a professionally trained person. Wherever there is a scarcity of professionals, in-service training will be needed. Once again, the Youth Fitness office can supply materials that will enable someone who has no background to set up the program in the proper manner and get measurable results.

To sum up, if every P.T.A. would strive to see that its school evaluates its physical education program, uses suitable tests, and offers some kind of in-service training, by next December the outlook for fitness will have brightened tremendously.

Our hope, moreover, is to reach the parents through their children. We have good grounds for believing we can do so. One school district in Minnesota has done such an effective job of teaching thrift education that adults' savings accounts show a marked increase. Parents started to save more money because children had been taught that thrift was important. So it appears that if the schools could do an equally good job in fitness training, parents would grasp its importance and we would begin to solve the national problem of "the flabby American." This is only a dream and a hope now, but it can be realized.

Alarming alternative

Let me emphasize once again that our problem is a crucial one. America today is at the crossroads. There is no reason not to face the fact. You have all read history. You all know what happens to nations. They fight their way forward, they reach a state of greatness, and then they begin to decline. The same thing happens to groups and organizations—even to individuals. Men try hard to become champions, but after the title is won, the good times and the ease and the luxury blunt the competitive edge. A new man who is a little tougher, a little hungrier, and more dedicated defeats the old champion and becomes the new titleholder.

Our nation, at the crossroads now, can choose the direction in which it wants to go. The trend away from physical fitness must be reversed, and I think it can be reversed in our schools through the support of the parent-teacher organization. Ultimately we must change the habits of the nation. In recent years fitness has not been popular in America. Yet it must become popular if this nation is to regain the vigor needed to meet its destiny.

The concept of a sound mind in a sound body is valid. A sound mind enables you to lead a life of service under God. If our country is to remain great, we must rediscover and reassert our faith in the spiritual, nonutilitarian values on which American life was founded.



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MY FORMER COLLEAGUE, Ed Murrow, tells a story that illustrates very well the situation in which we Americans find ourselves. The story, which comes from Israel, concerns two young men digging a ditch in the Negev Desert under the blistering sun. One of them, hearing the other mumbling, turned around and saw his friend leaning on his pick. He heard him murmur, "Oh, that Moses! That Moses!" Alarmed he asked, "Has the sun got you? Why are you talking about Moses?" The other muttered, "Oh, that Moses! If he hadn't stopped *here*, we could be on the Riviera."

This is our situation. If things were better they wouldn't be as bad as they are. This little anecdote, born of life in difficult circumstances, points up our need to curb wishful thinking and come down to bed-rock reality. It takes great effort to pick up problems and examine them, rather than transfer our frustrations to a scapegoat. In the desert of difficulty in which we find ourselves, we tend rather easily, and

understandably, to make the Soviet Union a devil image on which to pin all our problems, troubles, and shortcomings. But as our national leaders wisely point out, the Soviet Union is not the only problem in the incredible complex of current history.

However, with this caution in mind, we can't ignore the fact that we are being confronted with the ruthlessly expansionist and fanatically dynamic ideology of Communism. Thus our life is provided with an overtone of danger and menace that it would not have if we were coping merely with the problems that accompany growth of population and nationalism, changing ideas, and disequilibrium of economic resources and productive power.

The Soviets really are the key factor in the world picture. As we try to examine our position and find out where we stand and where we ought to go, the hard question is, What do the Soviets really want? Do they want what they profess to want—a world in which

World Peace and America's Price

each goes his own way, with history deciding who wins? Or are they embarked on a program of irreconcilable conflict in which only one of the contenders can prevail?

Double talk, doubtful aims

Certainly we will get no help from what Mr. Khrushchev has said, for Mr. Khrushchev says opposite things. Words mean what he chooses them to mean, depending on the audience, the time, and the circumstances. Much more revealing than what the Soviets purport to want is what they go after.

As his main objectives Mr. Khrushchev has held up complete, universal disarmament and the settlement of the Berlin problem. Let's look at these two points. Since Mr. Khrushchev wants disarmament and we want disarmament, why have we not been able to get it?

Certainly not for want of our trying. For sixteen years we have been pursuing the Soviets with offers of disarmament, offers spelled out with all the permutations and combinations that inventive minds could devise. But whatever the form and circumstances of negotiation over the years, the Soviets have evaded the issue. They refuse to accept the impartial, international, self-enforcing, foolproof system of inspection and control that we must insist upon to insure our survival. So when Mr. Khrushchev says "total disarmament" we are entitled to ask him, "Do you really mean what you purport to mean?" And in terms of his record the answer is certainly "No."

Berlin obviously is a problem. It is a monstrosity, a divided city isolated a hundred miles inside Com-

munist territory, because the Soviets themselves refused to carry out their word and recreate a unified, democratic Germany. Because the Soviets have refused to normalize the situation in Berlin, they now point to it as an abnormal situation and say it must be normalized on their terms.

But they know, as we know, that there is no room for maneuver. We and our allies are specifically committed to the defense of West Berlin, to the defense not only of the two and a quarter million people there but also to what they stand for. West Berlin is a beacon radiating the idea of freedom and our steadfastness into the whole of Eastern Europe.

We must defend it. We have said so a dozen times in three administrations, and our allies have joined us. The Soviets know that if they push in Berlin, they play with world war. Yet Mr. Khrushchev keeps prodding. The problem of Berlin is his invention, his contrivance, and he continues to go after it. This is a strange way to pursue peace.

Thus we have in Mr. Khrushchev's own actions two yardsticks by which to judge his intentions. There is a third—the United Nations and his behavior there. You will never forget, as I shall never forget, Mr. Khrushchev's conduct last September and October in the General Assembly of the U.N. There he took off his shoe, pounded it on the desk, and insulted the Secretary General of the United Nations, the President of the Assembly, and all who disagreed with him. He called representatives of sovereign nations stooges, fools, and lackeys. Now, Mr. Khrushchev is not just a barnyard boor, a Ukrainian peasant who doesn't know better. His behavior was deliberate.



Everyone wants peace, but peace can't be bought in a bargain basement or at a month-end sale. Its costs come high and are paid in more than money. Peace, like democracy, must be earned by daily, individual effort.

Mr. Khrushchev, let me say, is a most impressive man—a man of brains, energy, steely purpose, logical and perceptive mind, immense resourcefulness. He is a man for whom pride and protocol mean nothing if by discarding or distorting them he can gain his political ends. He came to the United Nations, which, for all its imperfections, represents the best attempt man has yet made at the formalization of civilized tenets of living. The United Nations Charter and the United Nations organization are designed to preserve peace and eliminate conflict, to bring people together to discuss and reconcile differences. The U.N., in short, is mankind's attempt to rise to a higher level of civilization, and the Soviet Union when it signed the Charter subscribed to its principles.

Operation destruction

But when Mr. Khrushchev came to New York and behaved as he did, it was with the obvious intention of destroying the meaning and the nature of the United Nations organization. Consider the circumstances of his appearance. He came when the Congo operation had been in progress about two months. The Congo operation was a remarkable thing. Here for the first time a group of nations acting collectively (not, as in Korea, under the auspices of one of the great powers) sent an international force to prevent chaos and civil war on a horrifying scale. But what the Soviet Union had in mind when it voted for this action was first to use the U.N. force to sweep out the remaining Belgians and then to place it at the disposal of its own man in the Congo, Patrice Lumumba.

As the operation unfolded, however, the Soviets saw that the U.N. was not doing what they had in mind. It was trying to stabilize the Congo and reimpose peace. It exerted its presence in a manner that prevented the introduction of Soviet influence through Lumumba or anyone else. When this became clear, Mr. Khrushchev appeared at the U.N. His grotesque raving and ranting in gutter terms had a purpose. His immediate objective was to wreck the Congo operation, but he had a longer range objective. His attacks on Secretary General Hammarskjöld were intended to decapitate the U.N. secretariat. If he could replace Mr. Hammarskjöld with a three-man committee, concerted U.N. action would be impossible except when the Soviets wanted it.

A third objective of Mr. Khrushchev's weird performance was to shake the young and still feeble structure of world law, world comity, and genuine

coexistence that the United Nations represents. He wanted to intimidate the young nations, who are impressed more by power than by protocol. In tirades directed at the delegates he threatened they might find themselves in trouble at home because the Soviets would reveal their alleged "living-it-up" in New York. What he wanted to do, and what he largely succeeded in doing, was to make the delegates of young, weak, and poor nations fearful of opposing the Soviet Union on controversial issues lest they draw down on themselves his brutal wrath and the machinations of Soviet propaganda.

If we examine Mr. Khrushchev's actions inside and outside the U.N., we find them characterized by one strategy, the strategy of filling vacuums. The Congo became a vacuum when Belgian power collapsed. The Soviets tried to rush in and fill it. In Laos we see them trying to fill the vacuum created by the collapse of the French empire. Historical vacuums, like the Congo and Laos, are not unique. Others, like Portuguese Angola perhaps, are in the process of formation. In Latin America we see historical vacuums building up because of social inequality and the inability of the ruling circles to adjust the structure of their society to the needs of exploding populations. Cuba at our doorstep is another example of a historical vacuum. Berlin, on the other hand, is a contrived vacuum. Here Mr. Khrushchev is trying to create an empty space where none exists.

Three-headed monster

Besides this strategy of filling vacuums, there is the instrument of the *troika*, which in Russia is a team of three horses. Politically the troika has come to mean a triumvirate, a committee of three. In all international affairs—in the U.N. Secretariat, in weapons control, in Laos—Mr. Khrushchev wants three-man committees representing the neutrals, the Soviet bloc, and the Western nations. The committees would operate under the rule of unanimity. By pressure on the neutrals or by invoking this rule, the Soviets could block any action that did not further Soviet interests.

The consistency, brutality, and vigor with which the Soviets have pursued their interests this past year are worth noting. After Stalin's death, before the first Summit conference in Geneva in 1955, the Soviets were willing to pay a price for readmission to the councils of world leadership. You will recall they signed the Austrian State Treaty, withdrew troops from Austria and Finland, and sent a conciliation mission to Yugoslavia. This year of the summit conference in Vienna the Soviets don't find it necessary to surrender anything. Today Khrushchev is pushing all along the line, playing from strength, and doing it dramatically and provocatively.

Collecting all the facts and analyzing our situation is not an easy job. It requires effort, patience, memory. But this is part of the price America must pay

for peace. It is the price of coming to grips with fact, of recognizing danger, of discarding illusions and wishful thinking. But it is only part of the price. Having paid it, we must pay the price of decision. Here the story of an Englishman, a Frenchman, and an American who were captured by cannibals in Africa may be relevant.

The cannibal chief turned out to be an Oxford graduate. Courteously he offered to grant each of his captives one last wish. The Englishman wanted to read a poem of Shelley's and was given *The Oxford Book of English Verse*. The Frenchman asked for a memorable last meal and was supplied with an exotic African delicacy. When his turn came the American said, "I would like a good, swift kick in the pants." He landed fifteen feet away, pulled an automatic from his shirt, and put the cannibals to rout. His friends asked him why he let them get into this mess when he had a gun all the time. He shrugged his shoulders and said, "Well, you know us Americans. Before we can do anything we've got to have a good, swift kick in the pants."

Maybe we've had it. The question now is, What do we do?

One fills vacuums with power. But what is power? How do we build it up? The root of American power is ourselves, as individuals, as home groups, as communities. Power, however, breaks up into many things.

The anatomy of power

Military power is, of course, essential. Without it we can't attract the uncommitted nations, who are not going to bet on a losing horse if they can help it. Without it we can't convince our friends that they run no risk by associating with us in the defense of joint ideals. Without it we can't convince Mr. Khrushchev that we are prepared to defend what we think is worth defending.

Power is also economic vitality. As long as we fall short of a reasonable solution of our problems of a changing economy, automation, labor-management relations, overproduction, and a lagging growth rate, we cannot project to the world the image of a dynamic, self-confident, successful America.

Power has a moral dimension. Before the world, which is full of people who are not white and not of our stock, we must appear with clean hands. Some Americans, I am sure, cannot be aware of the international implications of their actions. Racial and religious discrimination is a negative luxury we cannot afford, because the world is watching us and judging our claim to stand for human dignity. Moscow Radio, for instance, says of certain events here, "These things are taking place in a country that has the boldness to declare its way of life an example for other people." There is also a creeping rot in American society—payola in the television industry, price fixing and ex-

pense-account fixing, draft dodging, and tax dodging. All these things weaken us morally and lower our moral stature in the world.

The root of American power, let me repeat, is in the American individual and the American family. People who live honestly in their homes and communities will project the image of honesty outside their nation's borders. People watching from abroad will see that it is possible to reconcile freedom and honor and prosperity. They will see that the price of economic progress is not slavery, deceit, or totalitarian regimentation.

Another dimension of the complex power pattern is education and its appeal to the minds of men. Moscow is using its spectacular space feats to persuade the world it is ahead in technological education. The level of education we achieve in the United States is visible from the outside. We cannot picture ourselves as more determined to improve education than we really are. Nor can we paint a façade of honesty and efficiency if we don't have them. Our performance is what counts.

A final dimension of power is political idealism, which is less abstract than you might imagine. On the reverse of the Great Seal of the United States (it is also on the back of every dollar) the founding fathers of our republic put the motto "*Novus Ordo Seclorum*," a new order for the ages. It was this ideal of setting in motion a new order for all men and all times that gave the peoples of the world a shining image of America and of boundless opportunity. This political idealism we must revive in ourselves. It is nothing that can be legislated or left to leaders while we go about our personal business.

This democracy of ours is a dialogue between the people and its leaders. Mr. Kennedy doesn't know what he can tell Mr. Khrushchev unless he hears it from us. Our leaders in Congress can't know what to legislate unless they have it from us. The people who represent us in Washington, I assure you, are immensely responsive to the letters they get, not the form letters initiated by pressure groups but genuine letters from individuals.

We must work at keeping our democracy green and growing, for democracy and peace are expensive luxuries that we do not own in perpetuity. They are, as it were, rented to us, and we must pay for them over and over again if we are not to lose them. But we need not despair. We can pay the price of democracy and peace. In ourselves and our society are all the elements of power to achieve success—success born of courage, self-reliance, and self-control.

This article is taken from the address given by Richard C. Hottelet, CBS news analyst and political observer, at the 1961 convention of the National Congress of Parents and Teachers.

*We must learn to love before we can learn to live.
Here are ways to give your child a good
start in the lessons of love.*

"AUNT ROSE, I'm so sorry Tommy hurt your feelings the other night. No, no, I assure you we don't spoil him. But I don't know myself what's got into him lately. Yes, he did use to be such a good-natured baby, but we've noticed a big change. Please come again. You know how much we appreciate your staying with him. I'm sure he'll behave better next time."

This is one end of a telephone conversation between Mrs. Harvey and her Aunt Rose. Aunt Rose had very generously offered to baby-sit with nine-month-old Tommy so that his parents could take the evening off. Aunt Rose loved Tommy. Tommy *used* to love Aunt Rose. Indeed he used to love the whole world. Until that fateful Saturday evening, that is, when Tommy screamed at the top of his lungs whenever Aunt Rose came anywhere near him—a rebuff which she took personally.

If we change the story and make Aunt Rose herself a wife and mother, and Tommy not Mrs. Harvey's first baby but her second child, the telephone conversation would be altogether different. It might run something like this:

"That's wonderful of you, Aunt Rose. I'm so glad you understand how little children change as they grow. Yes, Tommy is much smarter these days. He has learned the difference between his family and strangers. I remember, my older one was just as leery about occasional visitors at eight or nine months as Tommy is now."

The point is that an eight-month-old baby finds out rather suddenly what he loves and of course he loves only what he knows. His own mother mostly. Then perhaps his older brother, his dad—people whom he sees daily, whose touch and smell and faces are familiar. And he has learned an important lesson in loving.

To be exact, it is the second lesson and it reads: *I know some people, and they please me. But I am very exclusive.* The first lesson was learned a long time ago, 'way back when his world consisted of sounds, rays of light, the soft touch of skin, the pain of hunger, the comfort of a full stomach. That was when he learned his first lesson. Then all the pleasurable sensations that were aroused in him made him wish for more. They made him yearn for repetition—to be touched again, to be held and fed again, to hear that voice, to see that face again. So he sharpened his senses and began to communicate. He enjoyed it. He was experiencing a sense of well-being about the world, whether located in his stomach or vaguely

LOVE Is a Powerful Thing

MARIA W. PIERS



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outside, elsewhere. This was the first lesson in love: *There is such a thing as pleasure.*

It seems rather a simple and self-centered beginning, a far cry from love as it is reflected in the mutuality of marriage or the selfless devotion of a teacher or of a grandmother for her grandchild. Yet this first lesson has to be learned in order that the second one may follow. The baby, pleasantly excited about things and people around him, becomes more and more interested in the source from which all pleasure flows: his mother.

Perhaps he also looks forward to being bounced on Daddy's knees or teased by Big Brother, but why should he, at the age of nine months, appreciate the company of Aunt Rose? Even if she is a weekly dinner guest? A week to a toddler must seem an eternity. As it is, it took a while before he could distinguish the Nice Loved Ones from All the Others. He isn't ready yet to enlarge his circle, not by a long shot. He has to concentrate for some time still on becoming thoroughly acquainted with his own parents, on loving them passionately and possessively, on getting furious at them and then loving them some more, though in a different fashion.

Rivalry at three

"He's not your husband. He's my husband!" says three-year-old Lib.

"No, dear," Mother corrects patiently. "He's *your* daddy but *my* husband."

"But *some* day," Lib says with conviction, "he'll be *my* husband." Such an assertion may sound cute the first time and slightly annoying the fifth time, but at any rate it clearly heralds a new stage. From now on and for some time to come, Lib is going to be awfully partial to her dad and actively competitive with her mother. She will try to be pretty in a feminine way; she will be demonstrative in her affection for the man in the family; she will be critical with her mother and yet full of envious admiration for her—a miniature jealous woman.

Nor is this utter partiality for the parent of the opposite sex reserved for girls. Many a young man, aged anywhere from two to five, has been known to be enamored of his mother and to show cockiness or mild condescension or great fear toward his father. Neither attitude is necessarily a reflection on how Father treats the boy. Dad may be as mild mannered as you please, yet he will still be looked upon as an ogre. He may be competent, handsome, athletic, an expert in his field, yet incur his son's disdain. In either case he is being regarded as a formidable opponent who, alas, is the first man in Mother's life. Nor is it always easy for a father to preserve his equanimity when four-year-old Jeff insists on disturbing the peace, crashing the party, intruding into the bedroom, or generally making a nuisance of himself whenever he feels excluded by his parents.

Lest some of our readers feel that their gentle, impartial four-year-old is missing an important phase ("Is it normal for our son to want to kiss *both* of us good night?"), let us hasten to add that the phase we are talking about is not always so stark and dramatic. Many little girls and boys consider it only fair to disobey both parents. Many display the same measure of coy affection toward Mom and Dad.

Yet closer inspection invariably shows that every alert preschool child has a distinctly different feeling toward men and toward women. Sometimes he may show this merely in the way he distributes their functions in his own life. Mommies are to fix lunch, to comfort you when you've been pushed down, to wash your face, to read you a story. Daddies are to get information from, and to drive you places on Sundays. There is, of course, no law against fathers' fixing peanut-butter sandwiches or against mothers' explaining what fire engines are for, . . . but the preschooler frequently acts as though there were just such a law. For he is busy learning his third lesson about love: *There are two kinds of people, men and women. They both please me, and I need them both in entirely different ways.*

It's a good thing for any mother to remember this when confronted with a fierce four-year-old rival. Her little daughter, competition notwithstanding, needs to love her mother and to be loved by her. Only the *how* is different. There's a different kind of affection, a different kind of relatedness toward each sex. And this is the lesson about love that will be applied in the years to come.

The special quality of the mother-daughter relationship leads to very important results. "When I phoned you last Wednesday," says Mrs. Miller to her friend, "I had no idea that was Jenny who answered the phone. Her voice sounded so exactly like yours." All of us have made similar observations. During the second half of the preschool period, children seem to imitate adult ways in general. Closer inspection usually reveals that little Joe's voice, his manner, the way in which he conducts himself have been picked up from big Joe. He admires and observes and loves his father so well that in the end he can render a creditable imitation of him.

Imitation is supposed to be the purest form of flattery. Still this compliment is a mixed blessing. At any rate, Jenny's mother felt it was when she answered Mrs. Miller, "I know Jenny is beginning to sound more and more like me. When I listen to her telling the dog what to do, I can hear myself nagging." The fact remains that, for better and for worse, four- and five-year-old boys look up to and imitate their fathers as girls of the same age do their mothers.

An article in the 1961-62 study program on the preschool child.

A big responsibility for parents? Yes and no. It is not necessary that the mother or the father of a preschool child take a vow henceforth to forgo all nagging, all swings in mood, all spells of laziness and self-indulgence and turn into a fountain of virtue. It is, however, necessary that on the whole parents be responsible, honest, and approving of the child's progress. For what a child picks up from the much admired parent should constitute the basis of his conscience, and the approval of new skills gives him the green light for growing up. So never mind all the little imperfections as long as he knows he can rely on you to feed, clothe, cuddle, and curb him—and as long as he realizes that you appreciate his conquest of zippers, crayons, forks, jungle gyms, picture books, and his own temper.

Home ties and tugs of war

Love is indeed a powerful thing, on which hinges most of our learning during the first five years. As far as parents are concerned, this love is almost unconditional. "No, darling, I don't like what you did. I think it was mean of you to smash the window. . . . But of course Mother still loves you." How many of us have spoken words to that effect? And we meant what we said, even if a faint trace of hypocrisy may have entered the picture.

But our darling's brother and sister feel differently about him. No pretense there, no noble differentiation between the bad deed and the doer—nothing but stark realism. Brothers and sisters frequently expect the worst of Darling and of each other, and they are frequently right. There may, however, be comfort in the thought that the fighting, bickering, and teasing that normally go on among children often testify to parents' care and affection. Neglected, unloved children in the same family have nothing to fight over. It isn't worth their while. They often get along quite amicably—in a mutual insurance pact, as it were. So, paradoxically, our children become militant because we love them.

Is this bad? Does this mean we should love them less so that they may love each other more? Certainly not. It is common knowledge, borne out by clinical evidence, that the child who has received a full share of his parents' love grows up to be a better, stronger, warmer, and happier person than the one who has not.

But when, if ever, does the youngster learn to like his own contemporaries? There are moments in the lives of all little boys and girls that have the quality of mutual protectiveness just as we see it in less fortunate, less well-cared-for youngsters. "I tried to separate the boys when the fighting really seemed to be getting dangerous," reports an exasperated father. "Bob had been teasing Jim unmercifully, so I gave him a well-deserved spanking. Suddenly, to my amazement, who should tug at my sleeve but Jim. The tears

were streaming down his face as he said darkly, 'Don't you dare hurt my brother!'"

Often when the small fry seem to be at each other's throats, it is hard to imagine that they harbor any friendly feelings for one another. Such feelings may come as a surprise, even to them. Yet in their daily life together they are bound to learn this, their fourth lesson: *You can be very mad at somebody and yet love him a lot.*

The circle widens

Of course it is easier to love children who are not brothers or sisters but merely friends, and nursery school and kindergarten provide a goodly number of them. In fact, one of the two most important advantages of preschool education is that it allows children to get used to each other in a relatively conflict-free setting, to form friendships mixed with squabbles, and in their daily coexistence to stimulate each other to further progress.

The other very important advantage of this earliest school education is the teacher. She is the first person in a child's life to introduce him rather systematically to conditional acceptance. "If you are the first one to clean up your toys, we'll all clap," she says. Or "We'll all show Allan how we play this game so he can be one of us."

In nursery school or kindergarten a child has to prove himself for the first time. And while acceptance by the teacher is not entirely dependent on a child's behavior, her approval certainly is. It is only good and right that a teacher compares, evaluates, judges, approves or disapproves, whereas a parent simply accepts. In nursery school, then, and to a greater degree in kindergarten, a child learns yet another lesson, the fifth: *Some people may love you because you are you, but most people like you for the way you act.*

Luckily the kindergartner doesn't depend any more on being Mom's and Dad's darling, no matter what. He can stand on his record, but he needs to love his teacher and be loved by her, and this need will always be a spur for growth and progress. Here too love is a powerful thing.

All of us—children, teen-agers, adults—do better in our Spanish or dancing or citizenship classes if we feel a warm rapport between ourselves and the teacher. By the same token, we are more likely to succeed in marriage and parenthood if we have learned well the first lessons of love. All five of them form an important segment of our character—and one that is acquired in the preschool years.

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WHAT'S HAPPENING



IN

Education?

• *It has been suggested that the schools teach more about Communism. That's what I'd like to do to make my students understand the great danger we face. But if I do this, am I not likely to be criticized as sympathetic toward Communism just because I teach about it?*
—Mrs. S. C.

Today there is great awareness of the importance of alerting students to the nature of the Communist block and its menace to free society. You will probably read later this fall about a program for teaching about Communism adopted jointly by the National Education Association and the American Legion. This document, now in its second draft, has been prepared by the N.E.A.-American Legion Commission.

At the Atlantic City convention of the N.E.A. I listened to a presentation of this problem by members of the Commission and other educators. They were in agreement that the current climate of opinion and the actions of some school authorities open the way for classroom analysis and discussion of Communism.

The Dallas, Texas, board of education has already published an outline of a required unit on Communism. Pennsylvania and Florida legislatures have both adopted laws urging public schools to teach about Communism. In Catholic schools too there has been action; various bishops have called for introduction of such studies. Numerous school systems this past summer and fall are holding workshops on teaching about Communism because teachers need to know where to turn for reliable materials (now quite scarce) and how to handle this vexing problem.

One teacher at the session reported that his community, San Diego, held discussions with parents and community groups. Then when the city was ready to introduce a unit of study about Communism people were well prepared. As a teacher you would be wise to ask your board of education to prepare the townspeople for its decision to sponsor teaching about Communism.

Some action taken thus far presents the topic as "Communism vs. Democracy," stating the chief challenge of our times. Certain educators warn, how-

ever, that it may be better to approach this problem by analyzing various kinds of government, with special attention to Communist rule.

The wisdom of this approach is evident in the *New York Sunday Times'* recent analysis of democratic governments. The writer, an authority on government, set up reasonable standards for free democratic government. When he applied these standards to the nations of the world he found that only fourteen met the criteria. Many of the nations not on his list of truly democratic governments are not in the Communist camp, and many are friends of the U.S. Some have socialist-democratic systems; some are monarchies; some are run by dictators or semidictators. For students it is well to know the varieties of government under which men live.

In teaching about Communism there appear to be differences in technique. Some educators prefer to center their analysis on the rise and threat of Communism—its founders, its methods, its thrust into the free world. Others prefer to present freedom vs. Communism, contrasting civil rights in the Soviet Union with civil rights in the United States, unions there and here, education there and here.

Certain hazards must be faced if this second plan is adopted. Communism offers itself to the world as a utopia. If not perfection now, Communism claims to be well on the way to perfection. Proponents of democracy, on the other hand, find democracy always at work on unfinished business. The realistic believers in democracy know that there are no utopias, that as long as man lives there will always be problems—injustices to be corrected, evils to be fought.

Thus the teacher finds himself contrasting one system that blithely claims to be the road to salvation with another system that never claims perfection but instead a means of working toward a better life for all, of resolving problems without recourse to force or injustice. When these two contrasts are matched side by side honestly in the classroom, the teacher may be criticized by the unthinking because

he does not and cannot claim perfection for democratic government.

One elementary school teacher at the meeting preferred to leave education about Communism to the secondary school. In the early grades she would teach only patriotism and democratic government. This may be the best policy. But can we afford to leave teaching about Communism until a child is eleven or fourteen, as in the case of 8-4 schools? I wonder.

This column will welcome news of what communities are doing to teach about Communism.

- *What are the new ways of teaching arithmetic that we are hearing about?* —M. V.
- *What can you tell us about P.S.S.C.—a program for improving the teaching of physics?* —G. S. T.

Not in fifty years have we witnessed such extensive and intensive efforts to revise the curriculum diet of our school children. In addition to three programs to reshape the teaching of arithmetic—at the University of Illinois, the University of Minnesota, and Yale—and the Physical Science Study Committee centered at Massachusetts Institute of Technology, other cooks are concocting new recipes for better education. Commissions and committees are taking new looks at chemistry, biology, English, and foreign languages.

None of these earnest reformers has been asked by your board of education or your state commissioner of education to take on this task. Nevertheless you will find their recommendations filtering into your schools, and no doubt the education of your boys and girls will be better for what these groups are doing.

What exactly is going on and why? To understand, you need to know the origins of the current educational diet and why leading scholars think it lacks vitamins for our age. What children are taught today is determined in part by local and state curriculum commissions. Periodically they review the curriculum and issue fat mimeographed documents suggesting changes. ("They" in this case are teachers, supervisors, and sometimes college professors.) When the curriculum reviewers recommend, the textbook publishers listen. They engage outstanding teachers, supervisors, and college professors to prepare textbooks matching the curriculum proposals.

Publishers then present new or revised textbooks to school textbook adoption committees made up of teachers and supervisors. The committees choose to adopt the textbooks that best match the stated curriculum aims. The textbooks your boy or girl brings home are the end product of this revision process; they largely determine the educational diet of your children. Nowadays a new word is coming into use to describe this diet—*programing*. You will

hear more and more about programing knowledge.

What is happening to upset this time-honored pattern? You have read, I'm sure, that science adds new knowledge at a frightening rate. Books on the atom or genetics or agriculture that were authoritative fifteen years ago are as out of date as last week's newspapers. Not only has the amount of knowledge grown, but frequently new ways of looking at a field have developed. Furthermore there have been new discoveries on how we learn.

Professors acquainted with these new trends have found that entering college students are poorly equipped to learn the new physics, the new biology, the new mathematics. So they have decided to do something about it on their own.

To understand what a giant step they have taken requires a bit of background. For years college professors complained about the quality of student sent them by the public schools. They flunked many students and trained the brightest in their own personal training program—the graduate school. This system, however, broke down under the new demands for more and more scientists. So a remarkable thing happened. After years of ignoring the lower schools, our top scholars suddenly began making their own curriculum studies of the elementary and high schools.

What they found shocked them. This new rash of national commissions and committees represents the decision of scholars to do over American education. They have formed, for example, the Biological Sciences Curriculum Study, sponsored by associated professors of biology; the School Mathematics Study Group; and the Physical Science Study Committee headed by Jerrold R. Zacharias of Massachusetts Institute of Technology. The biologists have written a new textbook, now in its second year of classroom testing. The P.S.S.C. has issued a whole line of new physics books in hard covers and paper backs. They have created films and other teaching materials. The professors mean business. They have gone into competition with usual school curriculum revision committees and into competition with the textbook publishers.

I cannot give the details of the new diet prescribed by the professors. One trend seems clear: Subject matter will no longer be grade-ticketed—that is, algebra in the ninth grade, geometry in the tenth, and so on. Algebraic and geometric thinking (but not in the usual terms) will be introduced 'way down in the early grades. So will foreign languages. The professors believe that new methods of learning will enable students to learn more earlier.

The new breeze blows through the curriculum fast and furiously. More power to the educational leadership of our college professors!

—WILLIAM D. BOUTWELL

FOUR WAYS TO BETTER SCHOOLS

LAWRENCE G. DERTHICK

Assistant Executive Secretary for Educational Services, National Education Association; Former U.S. Commissioner of Education

THE PRINCIPAL HARVEST of the 1960 Golden Anniversary White House Conference on Children and Youth was a series of recommendations that have the power to stir all America to purposeful action. Taking a ten-year perspective, the National Congress looks upon them as Assignments for the Sixties—the title of its recent booklet presenting those recommendations that are particularly pertinent to P.T.A. activity.

When the assignments were discussed at the national convention, Lawrence G. Dertthick listed four ways in which P.T.A.'s can carry out "with all deliberate speed" the White House Conference recommendations for improving education.

—1—

Center attention on the crucial importance of education. Actually the outcome of the Cold War depends on our brain power, buttressed by the ideals that give such inspiring meaning to our way of life. But only about half of America is fully alert to the nature of the life-and-death struggle imposed upon us. We need to go up and down the streets, shout from the housetops, and in every conceivable way sound the alarm. We need P.T.A. Paul Reveres—and their wives—who

will introduce the message into telephone conversations, at dinner tables, along the streets, in the marketplaces, day and night.

The Soviet Union is not the only nation making a determined drive for brain power, with no limit on the cost. We also find this commitment to education in the underdeveloped countries. They have made up their minds that the difference between us and them is brain power and that the reason we, with 6 per cent of the world's population, produce 50 per cent of the world's goods is our educational system. Some of these countries are said to be putting 40 per cent of their gross national income into schools. We are investing only about 5 per cent.

—2—

Give your communities a clear image of what a good school looks like. In a certain city, where support of the public schools is woefully inadequate, I have seen fine new automobiles, good homes, and attractive, well-dressed people. Yet the schools suffer severely from neglect. Obviously those people do not have a clear image of what a good school looks like.

Look at your schools. Do their programs reflect our philosophy of the worth of the individual? Do they have counselors, school social workers, psychologists? What is your drop-out rate? Does your school help children develop values to live by? Does it have nursery and kindergarten programs? A balanced curriculum adaptable to all children? Such are the factors to which you must alert others in order to give them a clear image of what a good school looks like.

—3—

Select from among the Conference recommendations those that require joint action by the school staff and lay citizens, and work out a technique for putting them into effect.

The task of determining goals, for example, certainly demands joint action. Decide with your superintendent, principal, and teachers just what you want your schools to do.

Will you and your school system accept these goals? How are the best systems meeting the challenge? Are you in favor of national standards? Or do you believe a pupil's progress should be evaluated in terms of his own potential rather than that of a common standard, impossible for some to achieve and too easily achieved by others? These are important questions. Citizens should help in arriving at the answers.

—4—

Work for great new dimensions of financial support. The scope of the Conference's educational recommendations is tremendous; their financial implications are almost overwhelming. Yet you and I want every one of these specified ingredients for our children.

In my view there must be three levels of support if we are to meet the brain-power challenges of the Cold War as well as our long-time ideals for the individual. At the first level the community must accept its full share of fiscal responsibility. On top of this local support comes a fair share of state support. And since local and state support are not enough for the crisis we face, the federal government too must assume a fair share.

Though we have had substantial federal aid for many decades, the government has by no means met its responsibility. Because of the change in the tax structure, the outmoding of the property tax, the high mobility of our population, and the pattern of distribution of wealth, there is now only one way to give the millions of children scattered over the country equal educational opportunities.

• • • • •

As I see it, then, these are the urgent responsibilities of twelve million P.T.A. members:

- Ring the alarm bell.
- Develop and interpret a clear image of what a good school looks like.
- Determine and initiate appropriate joint-action enterprises with citizens and professional school staff.
- Work for new financing of schools at all levels.

Now let the twelve million get on with the job!

Evaluations of TV Programs

William Tell. Syndicated.

Maybe this series is a little better than the other children's shows that have appropriated distinguished names from history or literature (*Ivanhoe*, *Robin Hood*). If so, it's because this one is built on the appealing theme of freedom. But no theme, however sublime, can save plots that are ridiculous, and that is the only way to describe the episodes of TV's *William Tell*.

A hodgepodge of medieval dress and settings is flung over and around what proves to be, incredibly, simply an underground movement of the Nazi era. There are points in common between the two epochs, of course. But who in Tell's time (the fourteenth century) would have solved a strategic problem by inventing a device for "loading" a crossbow mechanically? Or designed a modern ski lift to liberate patriots from a prison tower? Or clicked his heels and bowed with Prussian precision while ordering up the thumbscrews and the rack?

We all know that history is sealed with seven seals, since the past must be interpreted by each age in its own terms. We know too that great literary themes can live anew for successive generations. But history has an integrity that ought not to be violated, and literature a dignity we may not level to a trivial use. *William Tell* in his Swiss mountains was a heroic apostle of freedom. He has inspired great actions and immortal works of art. We shouldn't make him gosestep for a commercial.

Brenner, The Californians, Counterthrust, Danger Man, Dangerous Robin, Death Valley Days, Gunslinger, The Lawless Years, Lock Up, M Squad, Malibu Run, Manhunt, Naked City, The Pioneers, Rendezvous, Route 66, San Francisco Beat, Stagecoach West, Surfside 6, The Tall Man, Thriller, Tightrope, Tombstone Territory, Twenty-six Men, Two Faces West, Whispering Smith. Assorted networks. And **Outlaws, Outlaws, OUTLAWS! NBC.**

Would you teach your child an untruth? You bristle at the very suggestion. Yet there are parents who allow their children to watch TV programs that try their best to teach him a dangerous untruth. These programs—you have been reading about them in these pages for the past two years—are still bulging with vice and violence, vulgarity and greed. The characters are such that you'd hustle your child across the street if you saw them coming. The language is often indescribably coarse. Yet some luckless youngsters sit enthralled before the fatal box half hour after brutalized half hour, reveling in cruelty and corruption and learning the Great Untruth.

The programs, of course, are the great majority of the westerns and detective shows. The Great Untruth is the doctrine that *the good man always wins*. The doctrine is dangerous in the first place because it's not true, and in the second place because from behind this false front producers can deluge your child with sordidness and sadism.

The Great Untruth, like many false philosophies, works through an elaborate set of dogmas. Here are some of them:

A good man can draw a gun faster than a bad man.

If a bad man kicks a good man in the stomach, it doesn't hurt for more than thirty seconds.

TIME OUT FOR

Television

GUIDE
TO
BETTER

When an innocent person is suspected of a crime, he may be dragged to the very gallows, but a good man always turns up in time to save his life.

The perpetrator of a particular crime is always discovered and brought to justice.

A child can learn still other things from these programs. He can learn that if he wants to be a killer (and it looks like such fun!) he'd better practice till he's faster on the draw than cops are. He can learn that it's best to shoot first and talk afterward. He can learn that it's carelessness rather than lawlessness that sends people to jail. He can learn how easy it is to study criminal techniques by watching TV.

A child can be tragically harmed by getting the false idea that drama, or any other form of art, is synonymous with unreality and fake morality. He can be harmed by not learning that good art is grounded in life, that it interprets and illuminates experience rather than perverting it.

Most of all, he can be harmed by not being shown—as all the classics of literature could show him—that good actions are to be performed not because they are necessarily destined to succeed but because they are admirable; that good men have laid down their lives for worthy causes; and that the sweetest triumph may be experienced in defeat.

Rarely, most rarely, does any program on TV open a viewer's eyes to the capacity for greatness that lies hidden in every human being. Instead it stills the hunger of the spirit with sweets that feed the senses and medicaments that deaden them. This is to be expected; any other focus

A FAMILY FOR VIEWING



might get the viewers' minds off cigarettes and soap and cereals, home permanents and headache remedies. And how many sponsors can be found to minister to the hunger of the spirit?

Victory at Sea. NBC.

This durable documentary of naval action in World War II has survived several years of competition with shows about more recent happenings. This is not surprising. There is little to compare with it in the recent spate of "studies in depth" that profess to polish off a whole continent or a complete cataclysm in thirty minutes. With *Winston Churchill: The Valiant Years* it is at the top of its field.

Here is history conscientiously recorded and faithfully interpreted. Here is the stupendous effort made in our own time to master those who would assail us on the sea. Here are the fascination of naval maneuvers and the sweep of dangerous sea and sky. Looking for an adventure show? Tune in on our own national adventure. Looking for a thriller? There are few greater thrills than that of victory.

So once a week in your family let the private eyes and westerns and police shows go down to deserved defeat before *Victory at Sea*.

Asphalt Jungle. ABC.

This is a brutal show with some excellent acting in it. The combination makes it a grueling experience. We recommend it to anyone who wants to torment himself.

The Nation's Future. NBC.

Fireworks having wisely been outlawed for the Fourth of July, they must have changed their habitat to *The Nation's Future*. In this all too short half hour, we've been dazzled by debates that range from sparkling to fiery (not to mention a few duds) on labor unions, Soviet relations, atomic energy, Eichmann's trial, immorality in the motion pictures, and many other explosive subjects.

Perhaps these encounters have not often changed our opinions; they are too brief for that. But they have often clarified our views and sharpened our resolution to learn more about a subject.

And how fascinating it is to compare the bearing of these public figures! One is distinguished by the graciousness of his opposition; another enforces his points with verbal whips; still another seems suave but scornful; and occasionally some tormented zealot loses himself in confusion or exasperation. How much we can learn here about human relations, about ways to get a point across, about pitfalls to stay clear of!

Against this mostly virtuoso talent glooms the drab background of the audience-question period, with its often pointless queries and pathetic essays into speechmaking. Community leaders watching the scene may well jot down a useful memo: "A public speaker should think about his message, not about himself."

It is the people who have learned this art who become leaders in the community and in the nation. To judge by the leaders who appear on this program, our nation's future is pretty certain to be challenging and lively.

Silents Please. ABC.

The chief reason they please is the intelligent commentary. Too often we have watched the twenties move jerkily across the screen to the accompaniment of mocking or even raucous comment. Sometimes we were left wondering whether our forebears were quite in their right minds to have tolerated such stuff. Did people actually enjoy watching these early actors ham it up? Was Valentino really every housewife's dream? Clara Bow the teenager's ideal?

But now we understand much better. We see what the actors and the directors and the authors were trying to do because it has all been explained to us so pleasantly and sympathetically, with a careful look at the very real achievements of the period and just the right touch of amusement at its extravagances.

We are grateful, too, that the commentator knows there are some moments that need no interpretation. Greta Garbo walks into the picture—and the commentator, like the audience, falls silent. We are reminded again that nobody needs to explain the very great.

TIME OUT FOR ETV

There are now fifty-two educational television stations in the United States offering school children and home viewers a large variety of programs. Most of these programs are both interesting and enlightening; some are also entertaining in the best sense of the word. Educational television, known as ETV, not only enables us to acquire new facts, new skills, new ideas, but it frequently reveals in tantalizing glimpses the enormous possibilities for imaginative, exciting programming inherent in TV. ETV is fortunately able to make full use of the inventiveness and ingenuity of a dedicated group of writers, performers, and technicians. If you want better programming for yourself and your family, tune in on your nearest ETV station, and give it your support.

Spotty Prospect

Your television screen will be bright and dark by turns this fall, and there is little at the moment to show whether the total candle power will diminish or increase. Crime is still rampant on the air waves, but westerns have retreated slightly before an onslaught of cartoons (regression to a yet earlier mental age, perhaps?). Bright spots include some promising public affairs and educational series and several dramatic offerings:

Adlai Stevenson Reports (ABC) will present the U.S. ambassador to the United Nations every other week beginning October 1, with world leaders as his guests.

A live interview program, *Joint Appearance* (CBS), began August 10 and will be presented from time to time on an irregular basis. It consists of informal question-and-answer sessions.

Once a month a syndicated public service program, *All America Wants To Know*, is presented by producer Theodore Granik and *Reader's Digest*, in cooperation with the Freedoms Foundation at Valley Forge, Pennsylvania. The first program, on July 25, dealt with the combat readiness of the Strategic Air Command, and featured General Curtis LeMay, newly appointed Air Force chief of staff.

News for young people will be a regular weekday feature in a series promised by ABC. Each program will run for about ten minutes, probably in the late afternoon. The plan is for students from schools of journalism to participate in the production of the shows as well as to appear on camera. "We want to get a younger point of view," says the network. (Viewers who are familiar with the ABC's of crime and adventure might inquire, "How is this possible?") NBC is planning a Saturday news program for the same age group.

In educational television *The College of the Air* (CBS) for half an hour each weekday will transmit college courses presented by the Learning Resources Institute, which formerly sponsored *Continental Classroom*. Local stations can present the program at any time during the day. They will be free to adapt the courses to the needs of their own audience, and to enlist the cooperation of local universities to this end.

Franklin Delano Roosevelt will be the subject of a series (ABC) starting in the late fall. Mrs. Eleanor Roosevelt will act as consultant and will appear on the programs. The executive producer is Robert D. Graff, to whom we owe *Winston Churchill: The Valiant Years*.

Former President Harry S. Truman will narrate a series of twenty-six hour-long films dealing with his years in the White House. No network has yet announced sponsorship of the film.

A documentary, *Quest* (NBC), proposes to study the cultures of such distant peoples as the Tibetans and the Amazonians. For younger explorers, 2, 3, 4, *Go!* (NBC) will go adventuring into space, down to the ocean bottom, tiger hunting, and into other strange worlds.

Discovery (ABC) is announced as a new kind of program dedicated to youngsters who are concerned with the what and why, who like to make things and do things. Executive producer will be Jules Power, for eight years the producer of the fine children's program *Watch Mr. Wizard*.

For just fun, *Carnival Time* (NBC) will offer a view of European circuses in action.

In drama there is to be a new series of six original

hour-long dramas (CBS), the first of which, *That's Where the Town Is Going!* was written by Tad Mosel, 1961 Pulitzer Prize winner. The series premieres in October.

A number of individual dramas have been scheduled as specials or on established programs. Walt Disney plans to produce Mark Twain's *The Prince and the Pauper* in three one-hour installments (NBC). *Victoria Regina*, starring Julie Harris, will appear on the *Hallmark Hall of Fame* (NBC). This play, written by Laurence Housman, was first produced on Broadway in 1935 with Helen Hayes in the title role. *The Power and the Glory*, by Graham Greene, starring Sir Laurence Olivier, will be produced by David Susskind as a ninety-minute special (CBS).

Noah and the Flood (CBS), a dance drama composed by Igor Stravinsky and choreographed by George Balanchine, will have its world premiere during the current season. It will be directed by Kirk Browning, who gave us *Amahl and the Night Visitors*, *War and Peace*, and other fine dramas. Stravinsky's libretto for *Noah and the Flood* is based on the *Book of Genesis* and the York and Chester mystery plays.

Other religious offerings are *The Coming of Christ*, which will be rerun at Christmas, and what the network casually describes as "a new hour-long sequel," *He Is Risen*, to be televised at Eastertime (NBC).

The World Around Us (NBC), a series of specials, will survey ("probe," it says in the publicity) modern Japan and modern Egypt in two programs. Another program will tell *The Vincent Van Gogh Story*—in depth, of course. The Oriental touch will be applied again in *Accent Asia*, a ninety-minute special (NBC).

The syndicated *Medicine '61* series is preparing two new documentaries, one on eye surgery and the other on radioactive medicine. *Threshold* is the name of a series of three ninety-minute programs that will deal with our country's scientific plans, objectives, and accomplishments in the space age.

A special one-hour program tracing silent motion pictures from their inception to the arrival of sound is scheduled for November (NBC). There may be one or more sequels bringing cinema history down to the present day. The Westinghouse Electric Corporation will sponsor an hour of variety on *The Sound of the Sixties* (NBC), which will serve as a commentary on the drama, music, events, and public affairs of our time.

These will be some of the bright spots (or so we hope) in the picture. As to the darker areas, we expect to start scrubbing away at them as soon as they begin to obstruct the view.

Sentence Summaries

PROGRAMS REVIEWED IN JUNE

Candid Camera. CBS. A series that can stand on its own firm tripod has no need to scream for a celebrity, and convert an amusing visual stunt into commonplace TV chitchat.

Face the Nation. CBS. A civilized program for civilized people who like combat confined to the intellectual arena.

Harrigan & Son. ABC. For sound information on the legal profession, go elsewhere. For entertainment, you'll find the law firm of Harrigan & Son notches above the TV average.

The Islanders. ABC. Exotic? We find it merely exhausting.

Pip the Piper. ABC. Small children are delighted with the droll clowning, the funny songs and dances, and the simple games. A show as rollicking as its title—but what hardhearted ABC official can be responsible for those ads?

Rocky and His Friends. ABC. Like the announcer, we can sincerely express our gratitude to all the people, real and imaginary, who "make this show impossible." We only wish these helpful individuals would do the same for the commercials.



Wait for William*

MARJORIE FLACK

ONCE THERE WERE THREE CHILDREN who lived in a white house in Pollywinkle Lane in the village of Pleasantville.

The oldest of these three children was a big boy whose name was Charles and he was eight years old.

The middle one was a girl whose name was Nancy and she was six years old.

The youngest was a little boy and his name was William and he was just four years old.

One summer morning when William was riding his scooter up and down the walk Charles said,

"Hurry up, William, put away your scooter and we will take you down to Main Street to see the Circus Parade."

And Nancy said,

"Hurry up, William, wash your hands and comb your hair and we will take you down to Main Street to see the Circus Parade."

So William put away his scooter and he washed his hands and combed his hair, and they all started out down Pollywinkle Lane on their way to Main Street to see the Circus Parade.

"Hurry up, William," said Charles. "Walk faster, William. We must not be too late when we get to Main Street to see the Circus Parade."

"Hurry up, William; walk faster, William," said Nancy, "or we shall be too late when we get to Main Street to see the beginning of the Circus Parade."

William walked faster but Charles walked faster and Nancy walked faster as they all hurried along down Pollywinkle Lane on their way to Main Street to see the Circus Parade.

*Copyright 1935 by Marjorie Flack.

Then *flop*, off came William's shoe, and there he stood with one shoe off and one shoe on.

So William stopped and he put on his shoe and he tied the shoestring in a tight, firm knot, and then he slowly and carefully made the ends into a proper, neat bow.

But when it was all done Nancy and Charles were gone; they were nowhere in sight! So William ran alone. He ran all alone down Pollywinkle Lane on his way to Main Street to see the Circus Parade.

Then William stopped; he stopped at a corner because he heard music; William heard circus music coming nearer and nearer, and then William saw the Circus Parade coming to him, coming to William on its way to Main Street.

First came the horses—then came the band—and then the camels—and then came a man who was leading an elephant.

The man saw William. He saw William standing all alone, all alone because Charles and Nancy and everybody else, everybody else in the whole village of Pleasantville, had gone to Main Street to see the Circus Parade.

"Want a ride?" called the man.

"Yes!" said William.

So the man lifted William up, up high on the elephant, and William and the elephant paraded along to Main Street.

William was so high the branches of the trees were near him and he looked 'way down on all the people of Pleasantville as they stood on Main Street to see the Circus Parade!

William passed by the drugstore, he passed by the grocery store, and he passed by the church, and then, when he came to the post office,

William looked down, 'way down, and there he saw Charles and Nancy and all their friends!

Charles and Nancy and all their friends looked up, 'way up, and there on top of the elephant they saw William riding the elephant in the Circus Parade!

"Look at William!" shouted Charles.

"Look at William!" shouted Nancy.

"Look at William!" shouted all their friends.

Then they all ran along beside William as he rode the elephant in the Circus Parade.

They went up Summer Street, and then down High Street, and then they came to the corner of Pollywinkle Lane.

Then the man lifted William down. He lifted William down, down to the ground again.

"Thank you for the elephant ride," said William.

The man said, "You're welcome." Then the man and the elephant went away.

"Tell us about it," begged Charles.

"Tell us about it," begged Nancy.

"Tell us about riding the elephant in the Circus Parade," begged all their friends.

But William said, "Wait. Wait. My other shoe is untied."

So Charles waited, and Nancy waited, and all their friends waited, while William tied the shoestring in a good firm knot, and they waited while he slowly and carefully made the ends into a proper, neat bow.

Then slowly they walked, walked slowly with William as he told them about riding the elephant down Main Street, down Main Street in the Circus Parade.



A Look at National Goals

ERWIN D. CANHAM

In this article, drawn from his illuminating address at our national convention, Erwin D. Canham, editor of the "Christian Science Monitor" and member of the President's Commission on National Goals, brings incisive historical and social insights to bear on our national purpose.

THE PURPOSE of former President Eisenhower's Commission on National Goals was to articulate and define national goals, not in any sense to invent them, for the goals of our nation lie deep within the individual. My intent here is not to summarize the Commission's report, which you have all had a chance to read, but to give my views on where we have arrived in understanding and fulfilling our needs and purposes as a nation.*

Our greatest problem, it seems to me, is the distance we have come since our beginnings. We are today a society partly fulfilled, and this is a most difficult stage in national or personal life. We do not have the lean and hungry eagerness of our earlier days, or the confidence in our destiny, or the missionary zeal of a society with vast plans to liberate mankind. We have been forced by the irony of history into a defense of the *status quo*—a defense unworthy of ourselves or our role in world affairs. Ours, the total system of free societies, is the true revolution, and we should never accept the hopeless function of merely defending things as they were. We must never be "satisfied."

In confronting Communism we have tremendous advantages, especially the ultimate advantage of up-

holding the unfoldment of God's individual man. Our values, however imperfectly they may be understood or attained, are pure and true. We are on the side of man in his search to demonstrate his spiritual destiny, and I am sure we will triumph in the end. But in the process, as ever in the struggle with evil and falsehood, we face severe obstacles.

We are not always true to ourselves, though this is our first need at home and abroad. The image of America can be no greater and no finer than the quality of our national life. In this context I have been deeply impressed with, and I zealously support, the kind of themes the National Congress of Parents and Teachers has been proclaiming, living, and implementing in recent years. The parent-teacher organization is contributing directly to our most urgent national purposes. Home and family, which it emphasizes, are among the most profound of human values; they produce and sustain an individual base for society.

Target of tyranny

It is no accident that totalitarianism always strives to capture, utilize, and in a sense destroy home and family. In the Soviet Union home and family have been regularly under great stress, but as elemental human urges they are proving more powerful than

* Excerpts from the report, *Goals for Americans*, were published in *The PTA Magazine* for February 1961.



© H. Armstrong Roberts

The Assembly Room in Independence Hall, Philadelphia

Marxism itself. In Communist China, too, the ancient and powerful institution of the family is under severe attack. Nor was it an accident that the Chinese Communists, in their dismayingly successful efforts to brainwash American prisoners in Korea, focused their sinister mental manipulations on the Americans' sense of home and family. As we face the problem of supporting and developing free and stable institutions in emergent nations, let us realize that home and family are the bedrock on which we can and must build. They are the foundation from which ultimately can rise the other institutions of an orderly society.

To return to our national situation, I repeat that the image of America and its missionary impact will be no greater and no finer than the quality of our national life. The more effectively we press forward with our domestic affairs, as the National Congress of Parents and Teachers is doing day in and day out, the more meaningful and the more appealing will be our posture to the world.

Our primary handicap in competing with Communism is that Communism identifies itself with the aspirations and grievances of unsatisfied people in every society it attacks. We, on the other hand, seem to be exporting an unattainable kind of Americanism, usually identified with the privileged and often corrupt few. This would be a hopeless obstacle, left

in those terms. The system in which we believe and which we seek to exemplify must identify with the aspirations of all peoples—a difficult task. Communism seeks to destroy, which is easy; we seek rather to perfect, which is hard. When we enter a society we do not consciously wish to overthrow its systems of order but to give the people a chance to control their own destiny.

I would almost despair of our tactical disadvantages among the new societies of Asia and Africa were it not for the fact that Communism is a fraudulent revolution, leading men into new and deeper despotisms, whereas the free system of which we are a part can truly liberate men, spiritually as well as materially. Our system, of course, does not precisely fit the needs of all peoples, or indeed of any other people. But each society may adapt to its own needs and capabilities what our political, economic, and social systems have to offer. Fundamentally, therefore, what we have to offer is the chance to achieve the fulfillment of individual man in a system of social order and progress.

With us, as with all peoples, the development of our national goals depends upon ourselves. We are grimly reminded off the coast of Florida that Communism and chaos have come to our doorstep. And the great danger of Castroism is that it may spread elsewhere in Latin America, where some of the elements that led to tragedy in Cuba already exist. One thing, however, is very clear in Cuba, in Laos, and in other troubled spots: The mere outpouring of American dollars is not enough to solve problems. At the heart of our difficulties is something far more important. It is the integrity of the American dream or mission in the world and the intelligence and character with which we implement it. Our need, in all realism and practicality, is for a spiritual awakening and awareness.

What do I mean? Simply this: The United States must stand for something in the world—something tangible and intangible, something real and important in the lives of people. We did once, more than once, and we can again; for underneath the present turbulent surface there is still memory and respect for what we mean in world history—yesterday, today, and tomorrow.

Land of liberty

We were once the great revolutionaries. Our revolution lifted the hearts of oppressed men everywhere. For over a century we were the continent of opportunity, of refuge, of hopes and dreams unlimited, of human liberation on a scale previously unknown in history. The shrewd and wise idealists who created American constitutional government attributed their liberties to an all-wise God. They enshrined their hopes and plans in noble words, which have never been forgotten.

Other Americans have meant much to the world: Jefferson, Lincoln, Lee, Emerson, Thoreau, Theodore Roosevelt, Dwight Eisenhower. President Kennedy has made a promising start, despite Cuba, in presenting a vigorous image of our nation. In all these lives and others various aspects of the American role in history have shone through. The image was particularly bright and shining when most of our problems were still unsolved, when we stood for hope and aspiration rather than satisfaction and satiety.

It would be far better for us in the world if we emphasized our problems and our unfinished business rather than boasting of our wealth and accomplishments. As I suggested, a large part of our difficulty both at home and abroad is the result of how much we have achieved. A kind of smugness and apathy tends to replace the lean and hungry spirituality of an unsatisfied society.

There is much to be unsatisfied about in today's nation and world. There is offshore Communism. In Southeast Asia there is great instability. There is the confrontation with Soviet Russia, the grim portent of Communist China, and the danger of enlarging the club of nuclear nations to include the most reckless dictator. There is unemployment, the international threat to the dollar (although currently somewhat relieved), and the possibly continuing spiral of wages and prices beyond the pace of productivity. There is the hectic confusion of the newborn nations. There is the blindness of neutralism.

We can face up to these problems and take realistic action regarding most of them. But whatever tangible steps we take will be effective only in the setting of a deeper awakening and action. Let us remind ourselves and others of our attitude toward, and meaning to, every one of God's men, women, and children on this planet.

Rooted in religion

Our society, with all its present problems of half-fulfillment, stands as the transitional result of the greatest revolutionary tide history has ever seen. This tide did not begin at Philadelphia in 1776 or at Provincetown in 1620. It began on the hills of Judea with a dawning awareness of the central importance of one God and the law—monotheism and the Ten Commandments. This tide flowed on in the life, example, and teachings of Jesus Christ, with his proof of universal love and the brotherhood of all mankind. Into its mighty current came the streams of Grecian beauty and truth and of Roman order, law, and organization.

The tide flowed on when an awakening Western Europe rediscovered the creative powers of men turning toward spiritual freedom. It swept out of the Old World and into the New as men sought new opportunities for universal progress. And on our happy, resourceful, unrestrained continent the tide of freedom

reached its climax—so far—in a society in which the inherent rights of God's men received their fullest recognition and chance.

The inspiration that the American example gave the world has had fruit everywhere. The present surge of the colonial peoples toward freedom is in large part a direct result of the revolutionary tide that brought our own society into being.

But today much of the world regards—has been deluded into regarding—the American example as a form of reaction. Again we must make clear to everyone that we are a part of the world liberating movement. In practice we must be an example to the world instead of a benefactor. Our technological experience and some adaptations of our political and economic experience can help people. But in deepest realism, our place in the world must be that of friend of the rights of man. And in all humility we must show others that we realize we must improve our own society. Respect is what we need in the world, not gratitude.

Here at home

While keeping ever alert to the challenges that pour in upon us from every corner of the globe, perhaps the best thing Americans can do is to attend first and foremost to the unfinished business in our own society. We must get our own economy in high gear. We must rescue the dollar, for it is vital not only to our own stability but to the exchange systems of much of the world. We must maintain the deterrent vigor of our armaments, and we must strive to bring all armaments under effectively administered controls. We must stabilize our economy so that we are not increasingly barring ourselves from world markets. We must rebuild our cities, enlarge our educational facilities and make them better qualitatively, get our agriculture back into economic viability, and—to put it all together—accept and manifest the duties of free men in a society where acceptance of individual responsibility is the key to well-being.

Our capacities are great, once we awaken. Our spiritual heritage is potent. Our problems are grimly challenging within the world, within the nation, within ourselves. It is perhaps true that our nation and its people, like every other free and great people, are always at their best in moments of challenge and seeming adversity. Nineteen sixty-one is in many ways one of those moments. Let our response be as vigorous as it has been in the past, and we shall emerge from the darkness into light.

In all conscience we are deeply, transcendently fortunate people to have the opportunity of living our lives in this great moment in history. The stakes are higher for good or ill than they have ever been for human kind before. Ours is the ineffable opportunity to rise to the occasion and respond to the challenges through which we can help mankind move forward on the path of individual fulfillment.



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DO YOU RECOGNIZE YOUR CHILD when you hear him described by his teachers or your neighbors? Or does he seem to change completely the minute he leaves home? If these questions were asked of a group of parents, they would probably give a good many different answers. All would agree, however, that there are differences in what they *see* in their child and what they *hear* about him.

This is partly because other observers have different points of view than a parent has. For instance, a teacher compares a child with other children of the same age. She sees him as he functions in a group, and she is likely to be particularly concerned with the part of his personality that has to do with scholastic progress. Parents see the same child as a person functioning in a family group, with no one around of exactly the same age (unless he has a twin), and they are likely to be better informed about his character and emotional life than about his intellectual development. A teacher might describe a child as "average in relation to the other children," whereas no mother would spontaneously describe her child as average in relation to anyone.

Also, parents and teachers will not see a child in the same way because they don't feel the same way

**DOES YOUR
CHILD
HAVE A**

**Dual
Personality
?**

Human beings have many faces, and we don't always turn the same face toward the world. Nor do our youngsters. Working together, parents and teachers can get a clear view of the whole child.

about him. It has often been said that parents cannot look at their own children objectively. Sam's over-anxious mother may see trouble in her seven-year-old's forgetfulness. Does this mean he will grow up to be an irresponsible adult? What a relief it is for her to find out from his teacher that almost all seven-year-olds need reminding to put their toys away.

Another mother (perhaps equally anxious but unable to admit it even to herself) recognizes no faults in her child and accepts his conduct, at home or at school, as ideal. Out of ignorance she may be even encouraging immature behavior. For example, one little girl had trouble getting any work done at kindergarten because she was so absorbed in her own make-believe games. This child's whimsical, vivid imagination had so beguiled her parents that they unwittingly fostered her fantasy life until she could not relinquish it for the cold, hard reality of kindergarten do's and don'ts. The parents were astonished by the school's report of her difficulties. They had always thought of her as an exceptionally well-adjusted youngster, primarily because she appeared to be so happy and contented.

We should not be surprised or critical because parents can't be objective about their children. Loving someone brings a certain amount of prejudice. The loved person is invested with special meaning and special qualities. That's why when somebody—a teacher or a school counselor—steps in and tries to get parents to see some problem in a child's behavior, he has to be careful to avoid seeming to reject the child. Moreover, no one ever achieves complete objectivity in judging people. All of us have our favorite kinds of children; all of us are bothered by certain kinds of behavior, far out of proportion to their seriousness. For this reason when two opinions are widely divergent (parents' and a teacher's, for instance), it is always wise to get a third opinion.

The home front and other fronts

Thus far we have assumed that a child actually behaves the same at home and away from home but that his behavior provokes a different reaction in the people around him. Yet is it possible that a child can act so differently in different situations that these divergent reports are equally accurate? Can a child really be outgoing, talkative, and extroverted with his family but shy and taciturn with outsiders? Can the same child be a demon at home and an angel at school, or

vice versa? The answer is definitely yes. An experimental study of negativism ("No, I won't") in preschool children revealed no significant relationship between negative behavior at home and in nursery school as rated by parents and teachers of the same children.

This contrast, however, may lead to mistaken conclusions. The nursery school teacher of an angelic child who is known to be obstreperous at home may pride herself on her skill in child management. She may even suspect the mother's methods. But the teacher has the easier job. The young child wants more from his mother than he does from his teacher, and the feelings and passions aroused at home are much more intense and longer lasting. He is likely to be jealous, possessive, and insatiable in his demands on his mother. Frustrated by the impossibility of fulfilling all his wishes, he is moved to retaliate—at least on occasions. At school he does not care so much if his teacher includes other children in her attentions, and with his more neutral feelings there is no need to "act up." Certainly we are glad to witness the preschooler's great love for his parents, but it brings a wealth of complications, conflicts, and disappointments. Shaken by all this turmoil, a child may act quite disagreeably at home, with the very people he loves most.

Contrasts in behavior are not limited to the younger children, as many mothers know. Youngsters around the age of ten and older often have two faces, one for the family and one for the rest of the world. It seems to the long-suffering parents that anything they say or do is wrong in the eyes of their school-age child. He carps and complains, dawdles and resists, as if he were living under a despotic dictatorship. He extols the virtues he sees in his friends' parents, in his teachers, in adult relatives, all to the discredit of his own perfectly good mother and father. In a neighbor's house he is a model of good manners, admiring and appreciative. Ordinary food becomes the most delicious meal he has ever been offered. He waits until everyone has been served before commencing; he jumps to help clear the table; and so on. The impressed neighbor may lose little time in pointing out this exemplary behavior to her own children. Meantime the model child has reached home, and all his endearing qualities are immediately swept under the carpet—to the bewilderment of his parents.

Why the transformation? There are many reasons,

An article in the 1961-62 study program on the school-age child.

some of them simply common sense. All of us have a double standard of manners to some extent. We say and do things in the privacy of our homes that we would never consider doing outside. Children certainly deserve the privilege of such relaxation, but often we are inclined to think they abuse that privilege and go too far in shedding responsibility and respect at home.

This resistance of a child to his parents' demands is a straining at the bonds, part and parcel of growing up. Sooner or later he has to break away from the docile dependence of his early years. If he did not gradually change his habits of automatic, unthinking obedience he would not be ready to take his place as an independent, mature, creative member of adult society. So his parents need not take to heart his apparent discontent. They haven't failed in winning his love and respect at all. Later, much later, the child will be able to show openly how much they have meant to him.

As for the adolescent, to say that he has only a *dual* personality doesn't do justice to his versatility. He can, and does, play many roles: the cool cat at school; the indignant, misunderstood son at home; the righteous crusader with younger brothers and sisters; the diffident young man with the girls, to name only a few. The mercurial character of the adolescent is beyond the power of a few words to explain, but at no other stage in the whole span of life can we see so many personalities in one and the same person.

Does Mother know him best?

The dual-personality children who have been described thus far have been Mr. Hydes at home and Dr. Jekylls elsewhere. This is the more frequent and usual story, but occasionally the reverse is true. The angel is at home; the demon, at school. Here one might look for the cause in some special kind of frustration. The slow learner, for example, is unable to derive satisfaction or pride from his schoolwork. He may show his frustration by restlessness, by bothering the other children, and by giving up all efforts to do his work. Some people believe that the gifted child also may "act up" in class from the frustration of boredom. In reality, boredom does not carry the painful sting of failure, and does not inevitably bring misbehavior. Of course everyone would like to attribute misbehavior to extra high intelligence, but most of the time this is probably not a cogent reason.

The upsetting feature of school life may lie outside the scholastic area entirely. It may have something to

do with the other children. The boy who is bullied, the girl who is laughed at, the child who is never chosen by the others for teams or class activities may turn into "little devils"—thereby, of course, worsening their social position.

It is also possible that the cause of school misbehavior may originate in the home. Perhaps the child's family clamps the lid on so tightly that he explodes at school. Parents who are extremely strict and "tolerate no nonsense" may consider that the teacher should apply greater regimentation and sterner controls. However, the teacher is never in a good position to rely on force as a means of controlling youngsters. If the child has been taught to respect his parents only because of their greater strength, he is not well prepared for getting along in school.

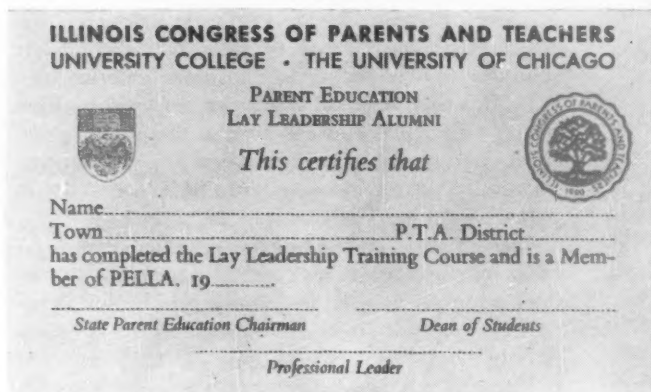
The answer to our title question, then, is "Yes, your child may appear to have a dual personality." This does not mean that he has a *split* personality; it has nothing to do with the mental illness known as schizophrenia. But different situations call forth different reactions. The preschool child may be more agreeable at nursery school because he has no strong feelings one way or another. The preadolescent may express his burgeoning independence by misbehaving at home. The adolescent changes personalities in his search for identity.

Parents and teacher, working together, can go a long way toward assembling the many pieces that make up the composite whole of a child's personality. By carefully comparing notes they can recognize serious behavior differences and make a diligent search for causes. But the collaboration will break down if either parent or teacher tries to explain a youngster's contrastingly good behavior in terms of his own personal skill in handling children.

An understanding of what underlies dramatic differences is not won by pinning credit or blame on anyone. At any given moment a child's behavior is determined by his feelings, fantasies, and developmental needs as well as by the kind of care and attention he receives from parent or teacher. And more often than not, a child's behaving differently in different situations is no more worrisome or unusual than the fact that we, as adults, assume different roles with our family, our employers, our club associates, and others. A child, too, is attuned to what is allowable and socially appropriate, and conducts himself accordingly.

Jane W. Kessler holds two positions in the Medical School of Western Reserve University: director of its Mental Development Center and associate professor in psychology. Dr. Kessler has a twelve-year-old son and is an active P.T.A. member.

CHILD HEALTH DAY, which has been observed by presidential proclamation for thirty-three years, falls on October 2. The U.S. Children's Bureau urges communities on this occasion to call public attention to specific child welfare needs. P.T.A.'s may want to take this opportunity to highlight the National Congress' program of continuous health supervision for children and youth.



Leadership Can Be Learned

RUTH D. GROBE

HOW CAN P.T.A.'s secure good, skillful leaders who can conduct study-discussion groups and present parent education programs at general meetings? The answer is lay leadership training, a field in which the Illinois Congress of Parents and Teachers has been a pioneer. Through courses conducted in cooperation with universities and colleges, the congress is providing a satisfying solution to the ever growing demand for competent parent education leaders.

Back in 1946 the Illinois Congress started a leadership course as a pilot project, in cooperation with the University College of the University of Chicago. Although still experimental in spirit the project today is a mature, thriving enterprise. Chairmen and members of P.T.A. parent education committees in the Chicago metropolitan area register for the course by the hundreds to acquire the knowledge and skills that characterize good leaders.

The goal of the course is simply stated: to transform an untrained person into an effective lay leader of a discussion group using the study course articles published in *The PTA Magazine*. Underlying the training is a fervent conviction now amply confirmed by experience: Responsible, sincere persons can become leaders through a threefold program that (1) gives them an understanding of their role and the roles of group members; (2) shows them how to use reliable resources; and (3) provides supervised practice in the skills and techniques of leadership.

Such is the philosophy and the goal of the training course, which naturally takes a very practical approach. As nearly as possible it simulates the situation the trainee will find back home in her local unit and gives her practice in all the functions of her leadership role.

Covering a total of forty hours, the course meets in ten or twelve weekly

sessions from ten a.m. to two-thirty p.m. Five of the two-hour meetings are lecture-discussions on child growth and development. The rest are devoted to leadership skills and techniques—with lectures, discussions, demonstrations, actual practice, and evaluation.

Candidates for the course are selected by their P.T.A.'s. Every spring the state office sends registration blanks and information about the next fall's course to all P.T.A.'s in the districts served by the Chicago training program. A P.T.A. may register two (or more) persons, preferably the chairman of the parent education committee and her assistant. Each registrant agrees to conduct a P.T.A. study-discussion group for at least one year following completion of the course. The course fee, which also covers the cost of a packet of pamphlets, is usually paid by the P.T.A.

The course is directed by a profes-

sional leader, a member of the University College staff. In addition to a background in group dynamics and child development, she possesses all the qualities desirable in a P.T.A. discussion group leader—especially a warm, sincere friendliness and a belief in the ability of every individual to make a worthwhile contribution. Since enrollment is large, she is assisted by a volunteer staff of trained lay leaders who are graduates of the course. This in-service work helps them to improve their own leadership skills. Under professional direction, after an apprenticeship as observers, they serve as advisers to the learn-by-doing groups of trainees.

Four types of learning experiences are used to prepare the future leaders to solve their how-to-do-it problems: lecture-discussions; use of *The PTA Magazine* and other printed resources; demonstrations; and actual practice in group discussion and program presentation.

First step: lecture-discussions

Lecture-discussions conducted by the professional leader give orientation in leadership skills and in the subject matter of parent education. A recent course, for example, included the following topics: the meaning of lay leadership, children's developmental tasks, qualifications of a good leader, understanding oneself, and the developmental tasks of adolescence.

A final lecture-discussion period is devoted to evaluating the previous sessions.

These lecture-discussions have three purposes: (1) to give trainees a sound knowledge of child growth and development, based on their preparatory reading; (2) to help them develop confidence and objectivity; and (3) to give them an opportunity to see some leadership techniques utilized as the opportunity arises.

To accomplish this third purpose and provide models for imitation, the professional leader deliberately incorporates various leadership techniques and qualities into the lecture-discussions. The attitude and example of the leader have a profound effect on the future leader in helping her develop positive, objective thinking that will be valuable with her local group.

Using printed resources

The PTA Magazine is the basic printed resource in this leadership training program. Its parent education study courses furnish the material for all demonstrations and practice discussion groups. As additional required reading for the course, each trainee receives a packet of pamphlets. These publications, carefully selected by the professional leader and a committee of the lay staff, provide broad coverage of the twin fields of child development and group leadership in parent education. In making its selections, the committee carefully considers evaluations of pamphlets made by the trainees of the preceding year's course.

A typical packet might include four National Congress publications: *Good Reading for Parents* (a descriptive book list that is an excellent guide in selecting "teachers in print" for the course), *Guiding Children as They Grow*, *New Hope for Audiences*, and *When Parents Study Their Job*; three Children's Bureau publications: *Your Child from One to Six*, *Your Child from Six to Twelve*, and *The Adolescent in Your Family*; and in addition two or three other outstanding pamphlets, such as *Developmental Tasks and Education* by Robert J. Havighurst and *Self-Understanding* by William C. Menninger.

Down-to-earth demonstrations

At least part of two class sessions are devoted to the following types of demonstrations:

Study-discussion group techniques. Using a study course article from *The PTA Magazine*, the professional leader and several members of the lay staff show how the topic may be handled in a study-discussion group through several different techniques—a round table, a panel, a symposium, a modified type of role-playing, and a skit.

Program at a general meeting. An hour-long sample program built on a topic from *The PTA Magazine* is presented to the trainees, who play the role of audience at a regular P.T.A. meeting. The program includes a short speech of welcome, an introduction for each participant, presentation of the subject through a suit-

able technique, a listing of reading materials, a summary, and closing remarks.

The professional leader, whatever part she plays in these demonstrations, continuously demonstrates the highest and best of leadership qualities and techniques.

Supervised practice and evaluation

Another important step in leadership training is to give would-be leaders practice in using the techniques they have learned—and under conditions very much like those they will find in their own P.T.A.'s. The trainees are divided into small, supervised working teams of fifteen to twenty, called learn-by-doing groups. Each group usually has two advisers and one or two observers, graduates of the course who serve as lay staff members.

Since the study-discussion approach to parent education is new to most trainees, the adviser first of all reviews the points made in the lecture-discussions and the demonstrations. For example:

Roles of group members. These include leader, recorder, observer, resource person, and others.

The necessity of maintaining the layman's role. Here it is emphasized that the lay leader should always remain a layman. She is given a list of agencies to which she can refer parents whose personal or family problems require professional help. To this list she may add other resources in her own community, such as the school's guidance and counseling services.

Techniques suitable to parent education. For example, symposium, round table, panel, buzz session, dramatization, skits, and modified role-playing.

Says one leader:

"The lay leadership training course started me reading and learning in a field that I thought came all by instinct—and how I learned!"

Says another leader:

"I count this course one of the most stimulating and wonderful experiences of my life. It has enriched my life as a mother and as an individual, and I am positive that without this training I would not have been able to give effective leadership in my P.T.A."

Things to bear in mind in planning and presenting a program. For example, choosing a suitable technique; writing the topic, its source, and reading suggestions on a blackboard at the start of each discussion meeting; and summarizing discussion. Special emphasis is given to the guides that accompany the study course articles in *The PTA Magazine*, with their points for discussion, program suggestions, and reading lists.

Conducted as a discussion, this review gives the trainees practice as discussion group members. They are now ready for further learn-by-doing experiences.

The learn-by-doers are divided into several subgroups, each of which is responsible for planning and presenting a parent education program for a P.T.A. study-discussion group. It chooses a leader, a recorder, a topic suggested by a *PTA Magazine* article, and a technique appropriate for handling that subject. Plans for the presentation are made, responsibilities assigned, and meetings for further preparation arranged if they are needed.

A member of the lay staff readily answers questions, but does not take part in planning or make decisions for the group. However, she does stress the importance of keeping personal references out of the discussion. It is important that family privacy should not be violated, and the precaution is doubly important in the local P.T.A. meeting.

Each subgroup presents its program before an audience of all the other learn-by-doers. Then comes an evaluation, led by a member of the lay staff.

Here there arises one of the most delicate human relations problems in

the course. The staff member must keep the evaluation objective and impersonal, yet warm and friendly. She starts off by reminding the group that they are evaluating the technique and its execution, not the participants. She gives the presenting subgroup the first opportunity to evaluate the performance; then invites others to participate. Finally she sums up the comments, adding whatever points she feels will be of special help to everyone.

Evaluation is actually one of the most worthwhile experiences in the course. Only through analyzing and appraising what they do can the trainees grow in leadership skill. And grow they do. As the course progresses they gain self-assurance, skill in presenting material, leadership techniques, and general competence.

The trainees are also given an opportunity to plan and present a parent education program for a general P.T.A. meeting. Thus they practice and demonstrate what they first saw demonstrated: appropriate techniques both for the study-discussion group and the general meeting with audience participation.

A leader emerges

The trainee who fulfills requirements for the course is awarded a certificate of completion issued in the name of the Illinois Congress of Parents and Teachers and University College, University of Chicago. Requirements for certification are (1) payment of the course fee; (2) attendance at eighteen of the twenty sessions; (3) written evaluations of required-reading pamphlets, completion of a questionnaire on the learn-by-doing groups, and an essay evaluation of the leadership training course as a whole.

The new leader becomes a member of PELLA (Parent Education Lay Leadership Alumni). PELLA has a chairman, a secretary, and committees necessary to its work. One of its most important activities is providing the lay staff essential in operating the training course. This staff, in addition to the advisers and observers mentioned earlier, consists of a coordinator, a librarian, and a course secretary as well as teams for demonstrating the techniques early in the course. All these persons attend special training workshops during the spring and summer and staff meetings while the course is in session during the fall.

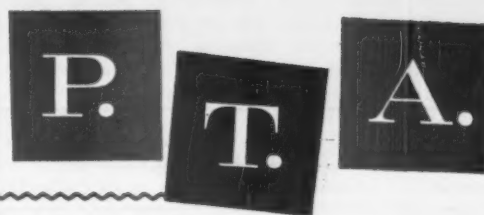
Another very important part of PELLA's work is the service given the trained parent education leaders working in their local P.T.A.'s. This is accomplished through personal counsel, on request; through a series of workshops on leaders' problems; and through institutes presenting significant materials and current trends in parent education. Periodic surveys are made of the experience and work of the training course graduates in their P.T.A.'s and their communities—with an eye to further perfecting the pattern of the course.

A third phase of the work of PELLA is the promotion of the lay leadership training course in particular and of parent education in general. The dedicated members of this group work tirelessly to extend the frontiers of parent education.

To sum up, the fifteen-year-old lay leadership training program of the Illinois Congress is constantly creating new, enthusiastic lay leadership in the field of parent education. The candidate who is sent by her P.T.A. emerges as a well-trained, competent, and imaginative leader. She is ready to help parents in the most important enterprise on earth—learning to be better parents and to fulfill their responsibilities with ever increasing wisdom and enjoyment.

Ruth D. Grobe is chairman of the PELLA Research Committee and research assistant to Mary K. Satinover, director of parent education and leadership training, University College, University of Chicago.

with the Keeping Pace



Offbeat Officer

Although the Whitney Junior High School P.T.A. in Tulsa, Oklahoma, is only two years old, it believes in adhering to gracious tradition whenever possible. So last June the unit gave a tea for its first president, who had just finished a two-year term. The affair took place in the home of one of the members, and among the guests were the principal and teachers of the school. In time-honored fashion the group paid sincere and glowing tribute to the outstanding achievements of their retiring leader.

The only untraditional feature of the whole affair was the guest of honor himself. He was Nolen Bulloch, who, in addition to being a top P.T.A. officer, is one of the city's top newspapermen, a political and crime reporter for the *Tulsa Tribune*. When the tea was over, the smilingly grateful Mr. Bulloch put on his journalistic hat and rushed off to an assignment at the state capitol.

No Nightmares Here

"On behalf of the junior and senior classes of Monessen High School, I wish to thank all those who aided in the Monessen Junior-Senior Post-Prom," wrote the president of the senior high school class to the editor of the local newspaper. . . . "They provided an unforgettable evening for three hundred and fifty high school students—one of the highlights of our high school days."

The editor, who had read Paul Friggens' article "Let's Stop These High School Graduation Nightmares" in the April 1961 *PTA Magazine* and had published an editorial and a long article on the subject, printed the letter. Among the gratified readers were members of the Monessen P.T.A., Monessen, Pennsylvania. This high school parent-teacher association has taken an active part in sponsoring the post-prom party for ten years.

The "unforgettable evening" starts with the prom itself, held at the high school from nine until midnight. When the prom is over the young people proceed to their community center where several hours of gaiety await them—dancing, special entertainment, refreshments.

This year, under the leadership of Mrs. John Hurrianko, their president, P.T.A. members served as usual on committees made up of representatives

from several civic groups in the community. The chairman of the food committee that served the gala dinner is a P.T.A. mother who has held that post for the last decade. The young people in the photograph are drinking a toast (nonalcoholic) to their sponsors before returning to the dance floor.



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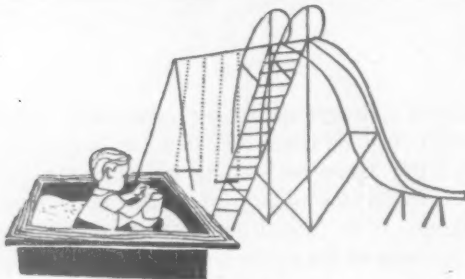
"Team Teaching at Fox Run"

That is the title of a large, handsomely designed and printed booklet prepared by the Fox Run P.T.A., Norwalk, Connecticut, to "give parents a better understanding of their children's education at the Fox Run Elementary School." The school, which opened only last September, is one of the very few elementary schools in the country that operate from the first grade through the sixth on a team-teaching basis. Because this is such a new concept to most parents, the P.T.A. set out to answer their questions in advance and to review the purposes and advantages of what is called the Norwalk Plan. The report includes not only charts showing the structure of the plan, profiles of the teachers, and other interesting facts but a delightful account of "A Day with Jimmy, a Second-Grader," by two P.T.A. members who followed Jimmy around one day from nine to three-twenty.

Copies of the booklet may be ordered, at fifty cents each, from the Norwalk Plan Coordinating Committee, Fox Run P.T.A., 228 Fallow Street, Norwalk, Connecticut.

The Eventful Drama

OF GROWING UP



I. Preschool Course

DIRECTED BY RUTH STRANG

"Love Is a Powerful Thing" (page 14)

Points for Study and Discussion

1. According to some authorities, love—in the sense of wanting the best for the loved person—does not appear until the age of nine or ten, when a child chooses a chum or best friend. The baby's love for his mother is self-centered. He loves her because she meets his needs for food, comfort, cuddling. The preschooler's sympathetic behavior toward a child who is hurt may stem partly from imagining himself hurt in the same way. What clues to the nature of love in the infant and preschool child have you yourself obtained?

2. In a now famous experiment, baby monkeys showed "love" for a dummy mother made of wire covered with soft padding. They nestled against the substitute mother, ran to it when anxious or afraid, and depended on it for comfort. But when these babies grew up, they were the queerest monkeys ever. They were not curious or sociable or active as monkeys usually are. The kind of love they got from the dummy mothers offered only comfort and security, and these were not enough. What do you think was lacking in this completely passive mother-child relationship?

3. Five-year-old John was an extreme example of the mother-son attachment that Dr. Piers describes. He clung to his mother or hid behind her skirts when visitors came. It was impossible to get him to go to nursery school; he refused to be separated from his mother. Which of these conditions in his preschool life might have helped to produce John's extreme attachment to his mother?

- He was with his mother all during the day.
- She gave him her almost constant attention.
- She disciplined him by appealing to his attachment to her. ("Mother will not love you if you do that.")
- She treated him almost as an equal, just as she would treat another adult.
- His father commuted to and from his office and was with John for only a few minutes in the evening.
- His father was authoritarian in his treatment of John, demanding that he do certain things immediately—or else.
- John's rare spankings were always given by his father.

What associations was John building up with his mother? With his father?

4. Jean showed very little affection for her father, apparently taking over her mother's disparaging attitude toward him. At the same time she seemed both to love and to resent her mother, who was very protective and did not allow her to be herself. What preschool children whom you know intimately show a definite attachment to a parent of the opposite sex? What conditions in the life of each child might account for the attachment?

5. How should parents deal with a preschool child's rejection of certain relatives and friends of the family? Should the parents—

- Accept the child's feeling toward the disliked person?
- Help the child find something likable in the person?
- Ask the person to change a certain kind of behavior that seems to be alienating the child?

6. What would you say are the ideal roles for father and mother to play in the life of the child? What does each contribute uniquely to the child's development?

7. Make suggestions for putting into practice the fifth lesson in loving: *Some people may love you because you are you. But most people like you for the way you act.*

Program Suggestions

- Have a round-table discussion of the main points made in the article. Invite a child specialist to serve as leader of the discussion, and ask him to interpret points on which group members have questions or wish more information, also those on which there may be some differences of opinion among authorities.
- Present the case history of an individual (and anonymous) child for study of his growth in the ability to love. Summarize and interpret the stages of this growth through the first six years. Note how the many-sided aspects of love enter into an understanding of the child.
- It has been found that children with the most highly developed consciences are likely to have parents who have used love as a means of getting a child to do what is right. Have members bring to the meeting all the evidence they can find, from their reading and their own experience, that has a bearing on this matter. After each member has made his contribution, discuss what general conclusions seem to emerge. If the study group is large, divide into subgroups; then reconvene and pool ideas.

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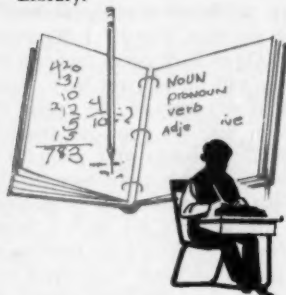
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II. School-Age Course

DIRECTED BY DALE B. AND
ELIZABETH S. HARRIS

"Does Your Child Have a Dual Personality?" (page 27)

Points for Study and Discussion

1. Dr. Kessler makes the point that parents may be better informed about a child's character and emotional life than his intellectual development. Why should this be true? In what situations do children show emotional behavior? Traits of character? List as many situations as possible; then indicate when and where each commonly occurs—at home, in school, in the neighborhood—and whether parents are apt to observe a child at those times.

2. You may know children who are well behaved in their own homes but rude, unmannerly, even destructive and impudent in other places. What should you do when such a youngster is visiting in your home? Is it possible that his own parents have probably not seen this side of him? Consider the author's suggestion as to why a child adopts such behavior. If the group concludes that you might talk to the child himself, how and under what circumstances would you do it? How and under what circumstances would you communicate with his parents?

3. Make a list of the ways in which you have observed school-age boys and girls (say, six to ten years old) being disciplined at home. Consider the possible effects of each mode of discipline on a child's forming of another "self"—one that his parents don't see. For example, how do being isolated in one's room, being fined, being nagged and scolded, or being denied privileges (like watching TV) affect the "dual personality"?

4. Late in childhood—around nine to twelve for girls, eleven to fourteen or so for boys—children become noticeably influenced by their friends' attitudes, conduct, and leisure-time activities. At times children of this age seem deliberately to oppose standards that they previously accepted and that they know their parents expect. This minor revolt, which has been called "preadolescent striving for identification with peers," is considered to be an inevitable, indeed a necessary part of growing up. What part does this identification play in the problem of a child's dual personality?

5. Upon serious reflection, parents often realize they have been preaching one thing to their children and

practicing another themselves. What effect may this "double standard" have on the child's dual personality?

6. Does your school schedule teacher-parent conferences? Are these used to discuss the child's growth as a person as well as his school progress? Has your study group discussed what questions and information parents should bring to the teacher-parent conference? Just what should such conferences be expected to yield?

7. How is ease or difficulty of communication between parent and child related to the child's dual personality? How does one know when communication is effective? What ways of establishing communication are especially good with school-age children?

Program Suggestions

- Ask the visiting teacher of your school or a teacher particularly skilled in teacher-parent conferences to meet with your group to discuss the objectives of such conferences. Perhaps she will consent to list (in general terms) the attitudes of parents that teachers find most difficult to deal with. Follow this talk with a discussion of "pointers for parents" that will help them bring the most to a conference and get the most out of it.
- Make a survey of the members of the group with respect to having children as guests. How many have entertained child visitors for a week end or longer? How many have permitted their children to visit in other homes? Discuss the values and problems of child visiting.
- A child lives in many worlds. One child psychologist has studied the "behavior settings" in which children are either central or subordinate actors. The cub scout meeting is such a setting. So is the empty lot where the boys have made a baseball diamond; so is the Little League park. Some settings are well organized with rather clear purposes, like the schoolroom. Other settings, also well organized with clear purposes, can be very casual—as, for example, the hide-and-seek game on late summer evenings.

Get Professor Barker's book (see "References"), read about behavior settings, present the idea to your group, and ask them to list all the settings in your community they can identify. Discuss several of them—their purposes, how rules are enforced, to what extent children are essential in the setting, and to what extent each setting contributes to a dual personality.

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DIRECTED BY EVELYN MILLIS DUVALL

"Adolescence: Mystery, Madness, or Milestone?" (page 4)

Points for Study and Discussion

1. Parents do not live in an emotional desert with their teen-agers but in an ever changing climate of intense feelings on both sides. Have there been times lately when you have been full of admiration for your adolescent son or daughter? Do you find yourself irritated and annoyed with the same youngster from time to time? Can you remember an occasion when you were left insecure and uncertain, finding that your relationship with your adolescent was no longer what it once was? What happened? How did he act? How did you feel? Looking back, can you speculate on what may have been taking place between you?

2. As an adolescent develops there are many bodily changes that are puzzling, even upsetting at times. Have your teen-agers an adequate understanding of what growing up means? Can they discuss personal questions comfortably with you? Have you given them some of the books on growing up that may help put their questions into words—and facilitate discussion between you? What else might help?

3. Another developmental task that your author discusses—one that every adolescent must accomplish if he or she is to become mature—is that of freeing himself from parents' control and becoming an independent person. Do you agree that some rebellion is normal during the adolescent period? Do you feel comfortable about the suggestion that parents' main job is to work themselves out of a job? What ways of letting adolescents take more real responsibility have you found effective? In what areas have you found the greatest difficulty in yielding control?

4. If you want to avoid meriting the label "old fogey" or "old-fashioned" you must take active steps to keep up with the changing world around you. Are you discovering that being active in the P.T.A. is one way of keeping in touch with school affairs and what young people in the community are doing? Is the high school P.T.A. as active as it might be in your community? What more might it do to bring parents of adolescents together for regular discussions of common concerns?

Program Suggestions

• Since this is the first program of the new year, your primary task is to get your group organized for study. If the first invitation has brought together a group of fifteen or twenty mothers, you can get going right away.

If fewer than five have turned up, the problem is to enlarge the group to at least a dozen members. On the other hand, should the response be so great that there are far too many for good discussion, you will be wise to find some way of dividing the group into units of more manageable size. One simple way to do this is to group parents according to the ages of their children. Parents of the under-fifteens can be in one group, parents of older adolescents in the other.

• Be sure to arrange easy access to reading materials that will be needed through the year. *The PTA Magazine* is your common resource. A file of back issues that can be made available to the group will be of great help, since each program topic is geared not only to the article in the current issue but also to relevant previous articles. Setting up a "parents' shelf" of books and pamphlets that may be lent to members is highly recommended. If you are starting from scratch, the books and pamphlets listed under "References" are suitable for such a basic library of study materials. You may collect a fee from each member, to use in the purchase of such year-round resources. Or have each member buy one book, which is made available to the entire group through the year and afterward returned to its original owner.

• It may be wise at the first session to find out the particular talents and interests of individuals in the group, so that these may be used in future adolescent study course programs. Ask each person to tell what subject in the study of adolescence particularly interests her. Match these interests to the topics listed in *The Eventful Drama of Growing Up* under "Adolescent Course." Then block out committees to work on these various subjects.

• If your first meeting may be a "come one, come all" affair, in which you hope to arouse interest in discussion groups, you may want to plan for a panel of parents (both mothers and fathers) to discuss "Adolescence: Mystery, Madness, or Milestone?" Ask each participant to read Dr. Christensen's article and make notes of points that the article has brought out strongly. The panel might meet before the meeting for a half hour, more or less, to outline in general what each person plans to cover.

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Our life and times

When the Sun Is Quiet

Remember the International Geophysical Year, when scientists all over the world cooperated in studies of phenomena on the earth and in its atmosphere? That year, 1957-58, was selected because it marked a period of high solar activity, when sunspots were at a maximum. Now the international committee that directed the I.G.Y. program is supporting another scientific survey for 1964-65, a time in which atmospheric conditions will be quite different from those previously studied because solar activity (sunspots) will be at a minimum. The eighteen-month-long period will be known as the International Year of the Quiet Sun.

State of Bachelorhood

Since women in the United States outnumber men by 3 per cent, husband-seeking girls will be glad to know that Alaska, our forty-ninth state, is still predominantly masculine, with 132 men for every 100 women. Our fiftieth state, Hawaii, is also worth trying, though its male majority is a little less. At the other extreme, geographically and statistically, is the District of Columbia, where there are only 88 men per 100 women.

Meeting the Charge

Now there's a Charge Accounts Anonymous to help curb that buy-on-credit impulse in charge-account-happy shoppers. "When a woman has the temptation to go out and open a charge account," says the founder, wife of a West Coast advertising executive, "she calls a member. We send a friend to talk to her about how much extra the charge account might cost her. Usually, the tempted one abandons the trip."

Ethereal Ailments

Forward-looking medical men, contemplating the prospective popularity of space travel in decades to come, are grimly predicting a new set of aches and illnesses for rocketing voyagers. "Satellite sickness," similar to air- and seasickness, may be helped by the same remedies that queasy ship and plane travelers use today. However, no planned treatment has been

reported for "satellite feet," an ailment produced by the effect of the curved floor of a spaceship on feet accustomed to flat surfaces.

New Admissions Center

A third find-you-a-college bureau has been added to the two that were described in "The College in Your Child's Future" by Alfred T. Hill in the March 1961 *PTA Magazine*. It is the Catholic College Admissions and Information Center at Assumption College, Worcester 9, Massachusetts. The center assists students who have been unable to gain admission to a Catholic college or university by making their qualifications available to admissions officers. It also provides information about the 240 Catholic colleges and universities in the United States. In addition, it plans to conduct testing and guidance programs.

How Dry I Am

The blood-curdling screams heard in an automatic laundry in Corinth, Mississippi, seemed to come from the clothes dryer. That's just where they *did* come from, police discovered when they dragged out an unidentified man who had been locked inside the establishment. Apparently he'd had too much to drink. It was a cold night, and he just crawled into the dryer to keep warm.

Tipping Tips

The executive secretary of a restaurant association, quoted in the *A.M.A. News*, dissolves a major perplexity of travelers and diners-out with the following guide to tipping in America:

- For food and beverages: a minimum of 15 per cent of the bill.
- For a desirable table: \$1.00
- For checkroom service: 25 cents.
- For hotel bellhop service: 50 cents for one bag; 75 cents for two; \$1.00 for three or more.

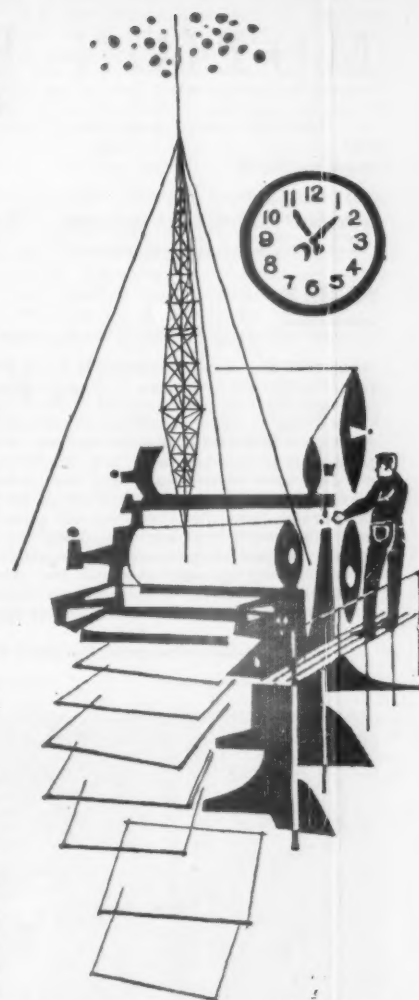
Advantages for the Disadvantaged

What is a "disadvantaged" American? He is the last to be hired, the first to be fired, and the least able to manage the financial resources he may have. One million "disadvantaged" children are now in our schools, and the number is growing. These children tend to be irresponsible and unable to concentrate on learning. They

communicate poorly, and their behavior is often socially unacceptable. They are likely to have physical defects and poor health habits. The American Association of School Administrators is trying to overcome the hostility of these children to school by providing them with smaller classes, more individual attention, and certain special services.

Fraternity Spurt

"Hell Week" in college fraternities used to be a time of paddlings and humiliation for the lowly pledges. But fraternities are growing up. Now many of the brotherhoods observe "Help Week," and turn the energy of the initiates to the promotion of community projects and charitable causes. For instance, during last year's "Help Week," one fraternity at the University of Nebraska had its pledges sell tickets for a dinner to benefit the Crusade for Freedom and Radio Free Europe.



MOTION PICTURE

Previews

ELJA BUCKLIN

Preview Editor, Entertainment Films

FAMILY

Suitable for young children if accompanied by adults

Nikki, Wild Dog of the North—Buena Vista. Direction, Jack Couffer, Don Hardak. Based on a story by James Oliver Curwood and magnificently photographed in the Canadian Rockies, this Disney film recounts the adventures of Nikki, a malemute dog. His owner, a French-Canadian trapper, leashes him to an orphaned bear cub but loses both in the wilderness. The two animals have diametrically opposite habits. The bear eats plants; the dog, meat. The bear sleeps in a tree; the dog, on the ground. How they get along and grow fond of each other in the process is amazing. Even after the thongs break they remain constant companions. Unfortunately a brutal dog fight and ugly slugging match between two men detract from the value of the film for small children. Leading players: Jean Coutu, Emile Genest, Uriel Luft, Robert Rivard.

Family 8-12 12-15
Excellent except for two brutal fights



Nikki and his friend in *Nikki, Wild Dog of the North*.

The Secrets of Monte Cristo—MGM. Direction, Robert Baker. This derring-do version of gendarmes and brigands (cops and robbers in nineteenth-century dress) once more embroiders the tale of Monte Cristo and buried treasure. Ian Hunter and daughter Pat Bredin, accompanied by gentleman-adventurer Rory Calhoun, sail from England with their fourth of a treasure map to meet with the unknown holders of the other three pieces at a rendezvous in Southern Europe. John Gregson, who plays the brigand in bravura style, brings some excitement to the action. Leading players: Rory Calhoun, John Gregson, Ian Hunter, Pat Bredin.

Family 8-12 12-15
Fair Fair Fair

Snow White and the Three Stooges—20th Century-Fox. Direction, Walter Lang. Carol Heiss, pretty Olympian skating champion, plays the role of Snow White in a modern adaptation of Grimm's fairy story, tailored to her skating talents and to the slapstick style (unusually subdued) of the Three Stooges (substituting for the seven dwarfs). A long, elaborate extravaganza

that may entertain younger members of the family on a rainy afternoon. Leading players: Carol Heiss, Patricia Medina, the Three Stooges.

Family 8-12 12-15
Light entertainment for the younger members of the family

Tammy Tell Me True—Universal-International. Direction, Harry Neller. Sandra Dee, who takes over from Debbie Reynolds in this sequel to the first Tammy film, is fresh and believable as the girl who leaves her shanty house boat to get a college education. Her grandfather has taught her a pure but archaic English, and she knows her Bible. Though the students at first make fun of her Elizabethan idiom, her philosophy and common sense solve everyone's problems. Miss Dee's warmth and sincerity give body to a picture tending heavily toward sweetness and light. Leading players: Sandra Dee, John Gavin.

Family 8-12 12-15
Charming Entertaining Yes

ADULTS AND YOUNG PEOPLE

Ada—MGM. Direction, Daniel Mann. An ambitious ex-call girl meets and marries the guitar-playing stooge of the corrupt political machine. After their marriage he is elected governor. As a result of her urging that he assume his rightful responsibilities he is murderously attacked. During his recovery she acts as governor, toppling party bosses right and left and swiftly effecting much-needed reforms. Susan Hayward obviously enjoys her preposterous role in a slick farcical melodrama. Leading players: Susan Hayward, Dean Martin.

Adults 15-18 12-15
Absurdly contrived political melodrama Mature

Ashes and Diamonds—Janus Films. Direction, Andrzej Wajda. In this leading Polish director's second feature-length film, a passionate concern with the fate of his country is coupled with extraordinarily sensitive and brilliant camera work. The story takes place in a Polish town on the day Germany capitulates in World War II and centers on the activities of a young member of the resistance. Leading players: Zbigniew Cybulski, Eva Krzyzewska.

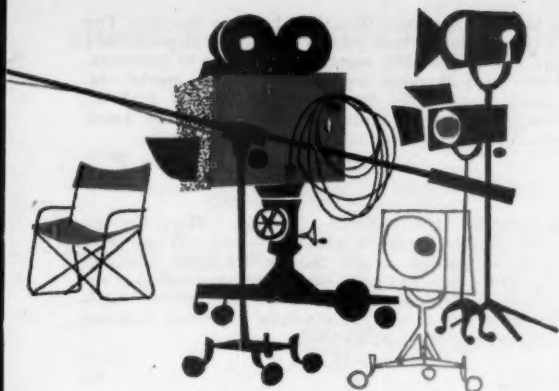
Adults 15-18 12-15
Remarkable picture Mature No

Battle at Bloody Beach—20th Century-Fox. Direction, Herbert Coleman. Reaching back to the period of the Japanese occupation of the Philippines, this film tells of the rescue of a few Americans who have been hiding out on one of the islands. A dull story with the usual wartime incidents, during which blood flows freely and innocent Americans suffer under Japanese aggression. Leading players: Audie Murphy, Gary Crosby, Dolores Michaels.

Adults 15-18 12-15
Mediocre Very mediocre Very mediocre

The Big Gamble—20th Century-Fox. Direction, Richard Fleischer. With the help of a matriarchal aunt, an Irishman and his spirited Corsican bride go to Africa to establish a trucking business. They procure one truck with difficulty and race against time to deliver a load of three hundred cases of beer to a town in the interior before the rains begin. They travel by impossible roads through native villages, jungles, mountain passes, and a swollen river. Suspense is relieved by gaiety and humor, and the skills of the African natives, both in fishing and tribal ceremonies, are dramatically displayed. Leading players: Stephen Boyd, Juliette Greco, David Wayne.

Adults 15-18 12-15
An exciting adventure story simply and refreshingly told



Bimbo the Great—Warner Brothers. Direction, Harold Phillip. This German circus film was evidently made by an actual circus troupe, but its amateurish acting and heavy sentimentality arouse little interest. The plot concerns a circus performer, Bimbo, who goes to pieces after his wife is killed. He is restored by the loving help of a young, curvaceous animal trainer. Leading players: Claus Holm, Elma Karlowa.

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| Adults | 15-18 | 12-15 |
| Mediocre | Mediocre | Mediocre |

By Love Possessed—United Artists. Direction, John Sturges. James Gould Cozzens' best seller has been skimmed over lightly. The result is a slick, somewhat sensational, and, despite the emotional problems of the characters, curiously empty picture. Characterizations are cardboard thin, except for the brief glow of reality Barbara Bel Geddes brings to the role of Clarissa. Leading players: Lana Turner, Efrem Zimbalist, Jr., Jason Robards, Jr., Thomas Mitchell, Barbara Bel Geddes.

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| Adults | 15-18 | 12-15 |
| Hollow and pretentious | Poor | No |

Come September—Universal-International. Direction, Robert Mulligan. A bubble-weight concoction with plush Italian settings. An American millionaire (Rock Hudson) unexpectedly returns to his Milanese villa to find that his major-domo has been using the place as a resort hotel. He is also maddened at being kept from the arms of Gina Lollobrigida by a bevy of schoolgirl boarders. He gives them a lofty moral lecture, then discovers that another listener, Miss Lollobrigida, has decided to take his advice seriously. Leading players: Rock Hudson, Gina Lollobrigida, Walter Slezak.

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| Adults | 15-18 | 12-15 |
| Sophisticated comedy | Mature | No |

The Explosive Generation—United Artists. Direction, Buzz Kulik. An irritatingly exaggerated plot and crudely drawn characters weaken not only any meaning this film may have been intended to convey but also its entertainment value. In answer to a request from a student, a high school teacher offers to discuss the moral and social aspects of sex at a future meeting of the class. The teacher is fired, and a group of students stage a rebellion. Leading players: Patty McCormick, William Shatner.

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| Adults | 15-18 | 12-15 |
| Irritatingly exaggerated plot and crudely drawn types in a "message" picture | | Pretty poor |

Fanny—Warner Brothers. Direction, Joshua Logan. A heart-warming picture based on the popular musical play, with magnificently photographed Marseilles settings and graceful performances by its stars. Maurice Chevalier was never more beguiling than as the childless old merchant whose dreams are fulfilled when a lovely fishmonger's daughter consents to marry him in order to give her baby a father. Leslie Caron's Fanny is simple and appealing. Horst Buchholz is her lover who goes off to sea to fulfill a childhood dream. Charles Boyer affectionately plays the boy's father—deeply disappointed that his son did not marry Fanny but accepting the honor of being official godfather of his grandson. Directed with taste and loving care. Leading players: Charles Boyer, Leslie Caron, Maurice Chevalier, Horst Buchholz.

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| Adults | 15-18 | 12-15 |
| Excellent | Sophisticated, but excellent of its type | |

Flight to the Moon—Trans-Lux Distributing Corporation. Direction, Basil Dearden. A good-natured spoof not only of the "scientific testing" of human beings in research on problems like the common cold but of the rigorous training deemed necessary for men in space. Kenneth More is well cast as a relaxed, anxiety-free man who dumfounds authorities by being immune to everything—colds, seasickness, extremes of temperature, and so on. He is even immune to marriage, but not for long. Leading players: Kenneth More, Shirley Ann Field.

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| Adults | 15-18 | 12-15 |
| Fair | Sophisticated | Sophisticated |

Goodbye Again—United Artists. Direction, Anatole Litvak. Combining the talents of Françoise Sagan, Ingrid Bergman, Brahms, and Yves Montand, this is a bittersweet, shallowly sophisticated, soap-opera story of the older woman, the fickle older man, and the young boy trembling on the brink of "experience." Miss Bergman, gowned by Dior, is luminously beautiful. Aided by an excellent cast, she gives elegance to an insipid story. Leading players: Ingrid Bergman, Yves Montand, Anthony Perkins.

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| Adults | 15-18 | 12-15 |
| Ultrasophisticated soap opera | | No |

La Dolce Vita—Astor. Direction, Federico Fellini. The famed director of *La Strada* has created a teeming, explosive modern pageant of evil that flows in and out of the cafés and ancient streets of Rome like a medieval procession of devils and their converts. The episodic action swirls around a scandal-sheet journalist, attended by vulture-like photographers. His amours are interwoven with those of his venal companions, who gradually carry him away in a parade of almost harlequin gaiety as they restlessly seek new sensations at ever lower levels. A brilliant film rather than a moving one. Leading players: Marcello Mastroianni, Anita Ekberg.

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| Adults | 15-18 | 12-15 |
| Fascinating | Only the most mature | No |

Ladies' Men—Paramount. Direction, Jerry Lewis. Helen Traubel, as a retired opera singer, gives room and board in her mansion to a group of pretty musical aspirants. Jerry Lewis, suffering from a broken romance, wanders in and is offered the job of houseboy. The whole picture is a pointless potpourri of spasmodic inspirations. Leading players: Jerry Lewis, Helen Traubel.

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| Adults | 15-18 | 12-15 |
| Matter of taste | Same | Same |

Greengage Summer—Columbia. Direction, Lewis Gilbert. The exquisitely photographed, glowing, sun-soaked champagne district of France is really the star of this picture, taken from Rumer Godden's delicately drawn book. Four English children are dropped abruptly into the ambiguous, worldly atmosphere of a chateau-turned-inn. The place is run by a woman in her late youth who is carrying on an affair with a mysterious but attractive stranger. Although the children brush close to ugliness (such as attempted rape, drunkenness, and theft), at the end of the adventure their innocence is left almost untouched, thanks largely to the stranger. Leading players: Kenneth More, Danielle Darrieux.

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| Adults | 15-18 | 12-15 |
| Enchanting photography | Mature | No |

The Guns of Navarone—Columbia. Direction, J. Lee Thompson. Two thousand Allied soldiers are trapped on a Greek island held by the Nazis in World War II. Only by disabling the powerful guns of Navarone, seemingly unassailable on a nearby island fortress, can the Allied command rescue the beleaguered men. For this all but impossible task a British military commander chooses a renowned mountaineer, an expert on explosives, a colonel in the Greek resistance forces, a juvenile thug, a telegrapher, and a knife fighter. Disguised as fishermen they begin their trip in a dilapidated small boat, and tension soon starts building up unbearably toward the taut climax. Leading players: Gregory Peck, David Niven, Anthony Quinn, James Darren.

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|--------------------|--------------------|--------|
| Adults | 15-18 | 12-15 |
| Powerful melodrama | Powerful melodrama | Mature |

Invasion Quarter—MGM. Direction, Jay Lewis. Bill Travers, the giant-sized charmer of *Wee Geordie* and *Bridal Path*, ambles through this engaging film with a group of wonderful British actors. At an army hospital in Dover during World War II a group of crippled military men are too mentally active to be resigned to "Big Herman," the buzz bomb that heads regularly in their direction every evening. So they set out to do something about it. Leading players: Bill Travers, Spike Mulligan.

| | | |
|--------|-----------------------|-------|
| Adults | 15-18 | 12-15 |
| | Clever and delightful | |

The Last Time I Saw Archie—United Artists. Direction, Jack Webb. A goldbricker has everyone in his army camp convinced (without his even trying) that he is a G2 general, working incognito. The improbable results include nightly partying with pretty girls and a mixup in an imaginary spy plot. Jack Webb, the narrator, solemnly delivers the goofy lines with the stolid parental pride of a writer. Leading players: Robert Mitchum, Jack Webb.

| | | |
|----------------------|-------|-------|
| Adults | 15-18 | 12-15 |
| Shopworn army comedy | Same | Same |

Love in a Goldfish Bowl—Paramount. Direction, Jack Sher. A teenage boy and girl attending a coeducational boarding school in California decide to spend their vacation in a beach house belonging to the boy's mother rather than go on stuffy trips with their parents. Everything is purely platonic and running smoothly in the little hut until a coastguardsman barges in with worldly ideas. Parents are shown to be more gullible and misguided than unloving in a picture in which the children seem to have all the answers. Gay, light-weight entertainment that may be disturbing to parents. Leading players: Tommy Sands, Toby Michaels.

| | | |
|---------------------------|--------|-------|
| Adults | 15-18 | 12-15 |
| Unconventional in content | Mature | No |

Morgan the Pirate—MGM. Direction, André de Toth. Steve (Mr. Universe) Reeves plays pirate in this swashbuckling seventeenth-century spectacle glamorizing the buccaneer who plundered Spanish ships on the high seas. Fighting occupies much of the film, but it is more picturesque than violent. Leading players: Steve Reeves, Valerie La Grange.

| | | |
|--------------------------------|-------|-------|
| Adults | 15-18 | 12-15 |
| A typical Steve Reeves vehicle | | |

Most Dangerous Man Alive—Columbia. Direction, Allan Dwan. A gangster picture with a science-fiction twist. A framed racketeer is on his way to prison when an accident makes possible his escape. He runs into the desert and straight into an active cobalt blast, which transforms him into a steel monster. Leading players: Ron Randell, Debra Paget.

| | | |
|--------------------------|-------|-------|
| Adults | 15-18 | 12-15 |
| Distasteful for all ages | | |

The Naked Edge—United Artists. Direction, Michael Anderson. When the testimony of a company executive sends an employee to prison for murder, the employee's wife finds evidence indicating that the executive may be the real killer. No one in his right mind, however, will be able to believe that the late Gary Cooper, friendly and diffident, could turn out to be a murderer. A well-reproduced, well-acted thriller. Leading players: Gary Cooper, Deborah Kerr, Eric Portman, Hermione Gingold.

| | | |
|---------------|-------|-------|
| Adults | 15-18 | 12-15 |
| Good thriller | Same | Same |

On the Double—Paramount. Direction, Melville Shavelson. This film will please many of Danny Kaye's friends because it furnishes him cues for all his old tricks, which he performs with his usual charm. New—and regrettable—are rather obvious touches of vulgarity and one curious lapse in taste. Danny, an American soldier whose impersonations have brought him to the attention of the big brass, is casually handed over to the British, to impersonate an important British officer. Leading players: Danny Kaye, Dana Wynter.

| | | |
|---------------------------------------|-------|--------|
| Adults | 15-18 | 12-15 |
| A poor vehicle for Danny Kaye's charm | | Mature |

Rocco and his Brothers—Astor. Direction, Luchino Visconti. The story of a warm, closely knit Italian family—an impoverished mother and her five sons who move to the big city to find work. Katina Paxinou is eloquent and moving as the mother—intensely proud of her sons, loving, dictatorial, and pathetic. The film includes, however, a shocking rape and murder. Leading players: Alain Delon, Katina Paxinou, Roger Hanin.

| | | |
|--------|-------|-------|
| Adults | 15-18 | 12-15 |
| Good | No | No |

The Truth—Kingsley International. Direction, Henri-Georges Clouzot. Did Brigitte Bardot, a woman scorned, kill her lover in uncontrollable passion, or was the murder coldly planned? Miss Bardot in the hands of a brilliant director reveals that she can act. However, the sensual attributes of her built-up screen personality have never been so cynically exploited. Leading players: Brigitte Bardot, Charles Vanel.

| | | |
|--------|-------|-------|
| Adults | 15-18 | 12-15 |
| Uneven | No | No |

Two Rode Together—Columbia. Direction, John Ford. In the Southwest of the late 1880's James Stewart has a dual ability: to turn an honest or expedient dollar and to remain quietly alive. As marshal in a Texas town he uses his superior shrewdness, which has made him well known as an Indian trader, to obtain favors from an attractive saloon owner while deftly sidestepping matrimony. An army officer upsets this pleasant game by persuading him to bargain with the Comanches for the release of a wagon-train family captured several years before. Accompanied by the lieutenant he undertakes the dangerous and unrewarding mission. A western with character and considerable suspense. Leading players: James Stewart, Richard Widmark.

| | | |
|------------------|-------|-------|
| Adults | 15-18 | 12-15 |
| Superior western | Same | Same |

Voyage to the Bottom of the Sea—20th Century-Fox. Direction, Irwin Allen. Walter Pidgeon, inventor and commander of a supernuclear submarine, comes up from under the Arctic icecap to find that a band of radiation around the world has caught fire from a meteor and may burn the earth to a crisp. He and scientist Peter Lorre decide that the only way to save the earth is to explode a nuclear force within the field. They face many hazards (some pretty fantastic, like lady psychiatrist Joan Fontaine) before their task is accomplished. Leading players: Walter Pidgeon, Peter Lorre, Joan Fontaine.

| | | |
|----------------------------------|-------|-------|
| Adults | 15-18 | 12-15 |
| Uneven science-fiction melodrama | Fair | Fair |

Wild in the Country—20th Century-Fox. Direction, Philip Dunne. Elvis Presley, as a troubled, undisciplined young man with a gift for writing, turns from one love to another seeking affection and understanding. Hostile to his drinking father and to the legal authorities who have paroled him to his uncle, he finds his only peace of mind in books. An understanding caseworker encourages him to go to college. At times Elvis is able to portray the sensitive, complex youth with great sincerity. But he goes out of character when the dialogue becomes sentimental and he must strum his guitar and sing. Leading players: Elvis Presley, Hope Lang.

| | | |
|-----------------|--------|-------------|
| Adults | 15-18 | 12-15 |
| Matter of taste | Mature | Very mature |

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